DOCUMENT RESUME

ED 069 293 LI 003 958

AUTHOR	Benford, John Q.
TITLE	Student Library Resource Requirements in Philadelphia. Annual Report, Phase IV, June 15, 1971 - June 30, 1972.
INSTITUTION	Philadelphia School District, Pa.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	8-0519; 71-7602
PUB DATE	Sep 72
GRANT	OEG-0-8-080519-4594(095); OEG-3-71-0133
NOTE	77p.; (0 References)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Audiovisual Aids; Demonstration Projects; Information Dissemination; *Instructional Materials Centers; Libraries; Library Acquisition; Library Material Selection; Library Programs; Library Research; *Library Services; Library Technical Processes; *Planning; Resources; *School Libraries; *Students
IDENTIFIERS	Nonprint Media; *Philadelphia

ABSTRACT

Project operations in the 1971-72 year clearly demonstrated the effectiveness of interagency collaboration in the intensive work of planning, establishing, and operation of the Action Library Demonstration Center. The Action Library is designed to effect maximum impact on inner-city student library needs, attitudes, and skills. The year covered by this report and its supplement was one of major accomplishments from formulation of goals to operation and evaluation of the Demonstration Center. It included the following major activities: formulation of explicit demonstration program objectives, and design of an evaluation program to measure results keyed to those objectives; selection and training of the Demonstration Centersstaff, including community aides; formation and active functioning of the Community Advisory Board; selection, leasing, and refurbishing of a facility for the Demonstration Center; development and inauguration of Action Library programs; selection, acquisition, and processing of print and audiovisual materials and equipment for the Center; conduct of a community survey, and other community information and participation activities; opening, Dedication and operation of the Center; evaluation and audit of the initial stage of the Center's operations; and carrying out a variety of communication and dissemination activities. (Other documents about this project are: ED 097830, 097831, 060884, 060885, and LI 003959 and 003960.) (Author/NH)

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ED 069293

ANNUAL REPORT

Covering Phase IV, June 15, 1971 - June 30, 1972
Project No. 8-0519
Grant No. OEG-0-8-080519-4594 (095)
and
Project No. 71-7602
Grant No. OE6-3-71-0133

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

John Q. Benford
School District of Philadelphia

September, 1972

The research reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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FOREWORD

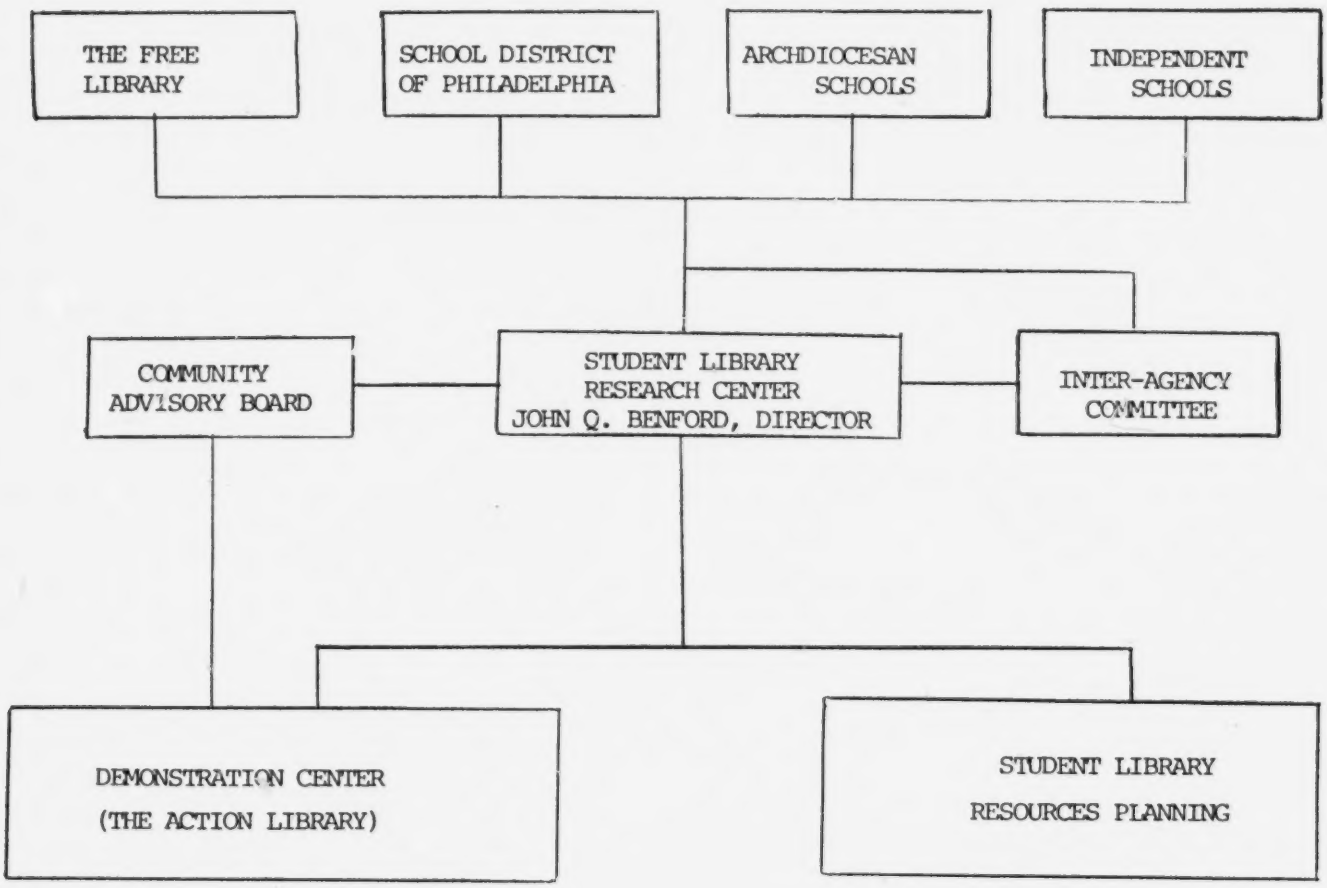
The Philadelphia Student Library Resources Project has proceeded systematically, through four years of research into student library needs and resources, interagency planning, and in this past year, establishment of an operational Demonstration Center - the ACTION LIBRARY - in an inner-city community in south-central Philadelphia. The work has accorded with the original conception of its sponsors - the School District of Philadelphia, the Archdiocesan School System of Philadelphia, The Free Library of Philadelphia, selected independent schools, the U. S. Office of Education, and Government Studies & Systems, Inc. Throughout, the Project has enjoyed a high level of collaborative support and participation by the sponsoring consortium. In the past year, the collaborative pattern was extended to include the Demonstration Center community by the formation of a Community Advisory Board as an active participant in the planning and operation at the Action Library.

Project operations in the 1971-72 year clearly demonstrated the effectiveness of interagency collaboration in the intensive work of planning, establishing, and operation of the Action Library Demonstration Center. The Action Library is designed to effect maximum impact on inner-city student library needs, attitudes, and skills. The year covered by this report and its supplement was one of major accomplishments from formulation of goals to operation and evaluation of the Demonstration Center. It included the following major activities: formulation of explicit demonstration program objectives, and design of an evaluation program to measure results keyed to those objectives; selection and training of the Demonstration Center staff, including community aides; formation and active functioning of the

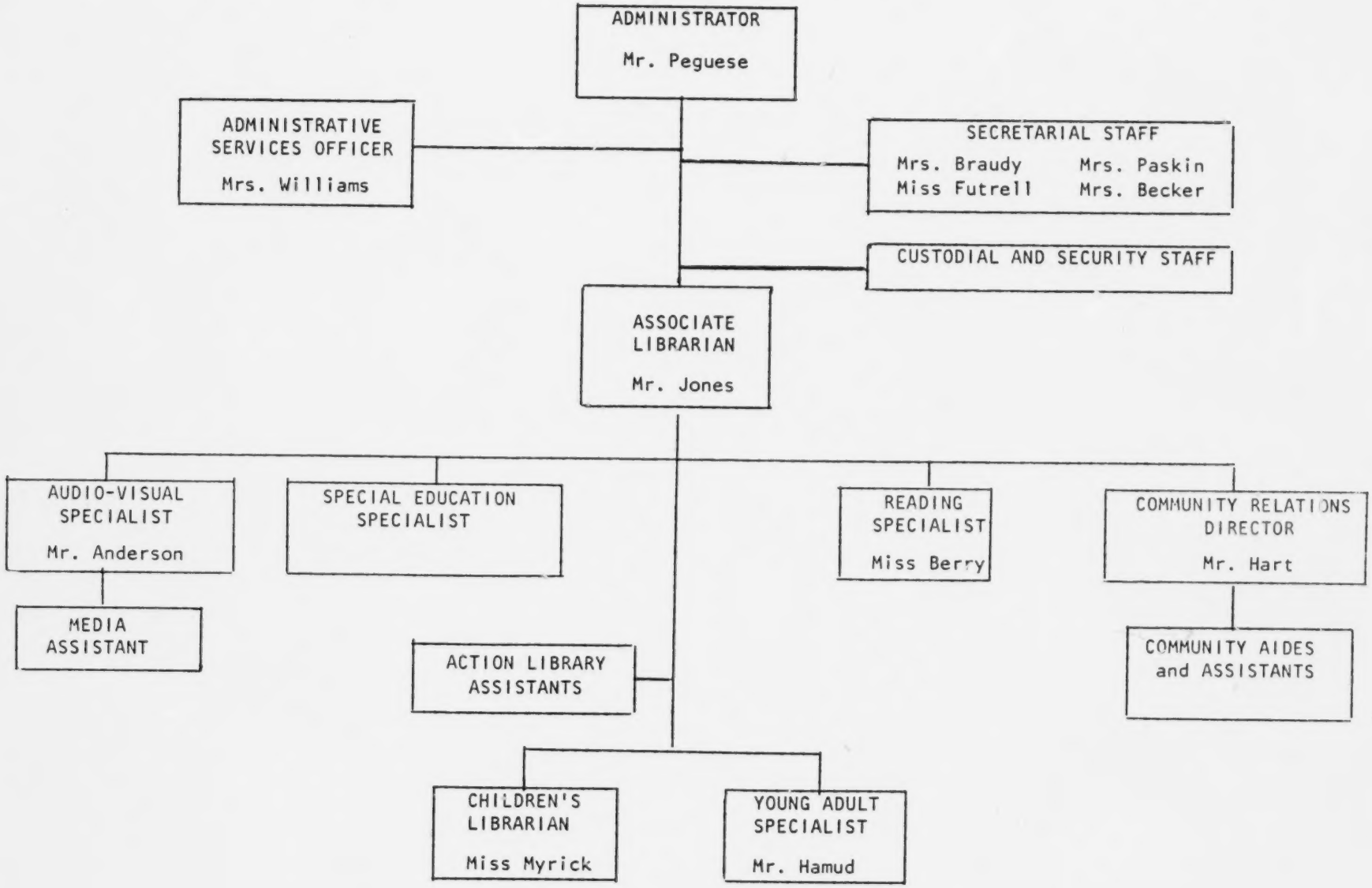
Community Advisory Board; selection, leasing, and refurbishing of a facility for the Demonstration Center; development and inauguration of Action Library programs; selection, acquisition, and processing of print and audiovisual materials and equipment for the Center; conduct of a community survey, and other community information and participation activities; opening, Dedication and operation of the Center; evaluation and audit of the initial stage of the Center's operations; and carrying out a variety of communication and dissemination activities.

The Philadelphia Project has been funded since its inception in 1968 by the Bureau of Libraries and Educational Technology of the U. S. Office of Education. Operations in 1971-72 were funded by a grant from that Bureau as well as a grant from the Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, U. S. Office of Education. These grants were made to the School District of Philadelphia as the administrative agent for the Project. In addition, the Pennsylvania State Library made a grant from Library Services and Construction Act funds to The Free Library of Philadelphia to cover leasing and furnishing the facility for the Action Library and two professional staff positions in the Action Library.

ORGANIZATION - PHILADELPHIA STUDENT LIBRARY RESEARCH PROJECT



ORGANIZATION - ACTION LIBRARY



I. PROJECT SPONSORSHIP AND MANAGEMENT

1. Joint Sponsorship and Institutional-Community Collaboration

The Philadelphia Student Library Resources Project continued in 1971-72 under the co-sponsorship of the major institutional systems with library responsibilities in Philadelphia - The School District, The Free Library, and The Archdiocesan School System - as well as several independent schools and colleges. This consortium of interest is represented in the Interagency Committee which continued in the past year to serve as the general coordinative advisory body for the Project.

The Interagency Committee is composed of 35 administrative officials and supervisory educational and library staff of the school and library systems; teachers, parents, and students; and representatives of the independent schools and colleges in the consortium. The members of the Committee, collectively and individually, have contributed significantly to the progress and accomplishments of the Project in 1971-72. In addition to the members of the Committee, many individuals - administrators, teachers, librarians, and others - in the sponsoring organizations have contributed in variety of ways to Project accomplishments this past year.

The Interagency Committee held five meetings in the past year to hear reports and review materials pertaining to all major facets and developments of the Project. These activities are detailed in Section 1.4 of this report and in the Supplement.

One of the essential interagency mechanisms for decision-making on Project administration and operations is an informal "executive committee" composed of David A. Horowitz, Associate Superintendent, and Thomas C. Rosica, Executive Director of Federal Programs, The School District of

Philadelphia; Keith Doms, Director of The Free Library; and Sister Mary Arthur, Archdiocesan Director of School Libraries.

Another basic element of Project structure is the Community Advisory Board for the Action Library. The Board, formed this past year, is composed of 21 persons based in the Action Library community. The membership represents the schools, churches, community organizations, services to the handicapped, and parents and students. The process of Board formation extended over the summer and Fall of 1971, and the Board held its first meeting on November 11, 1971. It has held regular monthly meetings since then, and has been active, not only as a committee of the whole, but also through working subcommittees, and its Chairman, Clifton J. Williams. Details on the Board's formation and participation are given in Section II of this report and in the Supplement.

2. The Project Center

The Project Center, housed in School District Offices in Park Towne Place, continued its role as the planning and management unit for the entire project.

John Q. Benford, Project Director, has served in that capacity since the Research Project's inception in 1968. Mr. Benford's background includes more than 20 years experience in governmental studies; he is Library Services Program Manager of Government Studies and Systems, Inc.

Elizabeth Goldsmith has been the Project's Research Associate since 1968; she is an employee of the Philadelphia School District. Mrs. Goldsmith was a Research Psychologist with the Franklin Institute Research Laboratories prior to joining the Philadelphia Project. In the past year, Mrs. Goldsmith has assisted in designing the evaluation plan for the demonstration and has carried major responsibility for implementing that plan since January, 1972.

Anne Hearn has served as Educational Research Associate on the Project since August, 1971. She is a member of the staff of Government Studies and Systems, Inc. Mrs. Hearn assists the Project Director in coordinating the multiple facets of Project administration and serves as liaison between the Project Center and the sponsoring agencies. She is also responsible for planning and implementation of dissemination activities.

Verna Shmavonian joined the Project as Education Research Analyst in August, 1971. She, too, is a member of the Government Studies and Systems staff. Mrs. Shmavonian has coordinated preparation of the Project's annual and quarterly reports, and has served as a liaison between the Research Center and the Action Library. She also coordinated the survey of community needs conducted in the Fall of 1971. Mrs. Shmavonian formerly served as psychometrician for a developmental research laboratory research project.

Jan Vermeiren joined the Project Center staff in 1969 as Research Assistant. He is an employee of Government Studies and Systems, Inc. In the past year, he has assisted in the community survey analysis, in implementing the evaluation plan, and the preparation of various reports. He has a Master's Degree in Engineering with a major in Systems Engineering and Operations Research; he is presently a doctoral candidate in operations research at the Wharton School, University of Pennsylvania.

Support staff for the Project Center include Anna Birkmire, who joined the Project staff in 1968, and Evelyn Kaback, who came to the Project from the School District in March, 1972. A third secretary will be hired shortly to work with the evaluation team.

A professional position still to be filled at the Project Center is that of supervisor of research and evaluation. The appointee to this position will round out the staff team required for the Demonstration Center evaluation and joint planning activities for the coming year.

Four senior members of Government Studies & Systems, Inc. (GSS) participated in special capacities on the Project in the past year:

Charles Cella, Director of GSS, continued to consult generally on Project planning and management.

Roger L. Sisson, Associate Director of GSS, a specialist in operations research and planning systems, conducted a series of seven two-hour staff training seminars on planning concepts, processes, and techniques for all professional staff members of the Project Center and Action Library.

Corinne Kyle, Research Scientist of GSS, developed the plan and instruments for the community survey and coordinated preliminary analysis of survey data.

Edmond Weiss, Education Planning Program Manager of GSS, directed the formulation of demonstration objectives and the evaluation design, and prepared the evaluation plan report.

Important contributions were made to the Project in the past year by its special consultants.

Dr. Lowell Martin, Professor at Columbia University's Graduate School of Library Science, who played a key role in the original conception and planning of the Project, continued as general consultant on major Project concepts, plans, and activities.

Other consultants in 1971-72 were: Evangeline Ftergiotis, multi-media specialist; Alice Norton, public information and library services consultant; Frank Stephens, art and design specialist; and Doris Hamilton, community organization specialist.

3. The Action Library

Charles R. Peguese was appointed Administrator of the Demonstration Center in June, 1971. At the time of his appointment, Mr. Peguese was coordinator of the Multi-Media Center of the Philadelphia School District. Prior to that post, he had been Northeast Area Young Adult Specialist and head of the Columbia Avenue Branch Library of The Free Library of Philadelphia. He holds an M. S. in Library Science. Since joining the Project, Mr. Peguese has participated in all aspects of planning the demonstration, and has administered the Action Library since its opening.

Ronald Hart has been the Project's Community Relations Specialist since 1970. Formerly, he was a Community Relations Coordinator with the Philadelphia Model Cities Program and is a long-time resident of the Demonstration Center community. In the past year, he has assisted the Administrator in establishing and maintaining contacts between the Demonstration Center and the community residents, organizations and agencies.

Bernice Berry is Reading Specialist in the Action Library. She is a former teacher of programmed reading with the School District of Philadelphia, holds a B.S. in elementary education, and has taken numerous graduate in-service training courses in education. In addition, she was a demonstration teacher in the area of reading for new teachers and was a teacher of remedial reading for a community school. She is responsible for the reading component of the Action Library program and all activities related to that component.

Patricia Myrick is Children's Librarian. She holds an M.L.S. degree and has worked for The Free Library of Philadelphia at the West Oak Lane and Columbia Avenue Branches. She has been involved in all aspects of children's programs: book talks, story hours, multi-media programs, and vacation reading clubs. She is responsible for the development and implementation of children's programs.

Lewis Anderson is Audiovisual Specialist at the Action Library. He is responsible for planning and implementing a wide range of multi-media activities. He is also responsible for the development of educational media programs for teachers, librarians, and adult members of the target community. He brings with him broad experience in research and in the development of media programs. He was art director at the Philadelphia Youth Development Center and was an elementary school teacher in the Philadelphia Public Schools for six years. He was an executive director of a center city art gallery and conducted art classes for adults and children.

Mohamoud Hamud, Young Adult Specialist was born in Somalia and taught school there. He came to the United States in 1967 and attended Eastern Michigan University and Western Michigan University and obtained a B.S. degree in sociology with a minor in library science. He later received a Master of Library Science from Western Michigan University. He did his library field work at the Kalamazoo College Library and the Educational Resources Center at Western Michigan University. In addition to English, he speaks and writes Arabic and Somali.

Larry Chassen and Mrs. Charlotte Hill have assisted in the past few months in the development and implementation of programs for handicapped students in the target community. A full-time permanent director of services for handicapped students is being sought.

To fill the post of Associate Librarian at the Demonstration Center, a qualified librarian has been appointed to the position and will begin employment in September of this year.

Zelda Williams is Administrative Services Officer for the Action Library, and Zoe Bauer has served as a part-time librarian.

The support staff at the Action Library includes Zelda Braudy, Gwen Austin, Jacqueline Futrell, and Dolores Becker. Rose Paskin is a part-time secretary.

The Community Aides who were hired in May, 1972, constitute an important component of the Action Library staff. They are community residents - students and adults - who work regularly an average of 20 hours each per week as aides to the professional staff of the Action Library.
(For a detailed statement on Community Aides, see Section III of this report.)

4. Interagency Committee

The Interagency Committee has been an integrating force in project planning and decision-making among the multiple agencies and groups participating in the Project. A majority of the original members of the committee are still active members. Throughout Phase IV of the Project, the Interagency Committee met with Project staff to develop and implement plans for the Demonstration Center. There were four meetings of the whole committee as well as a meeting of its executive committee.

The Interagency Committee met on June 16, 1971 to review plans for the demonstration. At that time, the Project Director cited grant awards received by the Project, and the Director of The Free Library discussed the application by The ree Library for LSCA funds to supplement grants in hand. Agreement was reached on selection of the target community after a review of a) criteria for selection of candidate target communities, b) profiles of the communities, and c) recommendations of co-sponsoring agencies. Other plans for the demonstration were reviewed by Dr. Lowell Martin, consultant to the Project; John Q. Benford, Director of the Project; and Ron Hart, Community Relations Specialist. Charles Peguese, who had just joined the Project staff as Administrator of the Demonstration Center, was introduced to the group.

On September 11, 1971, the executive committee of the Interagency Committee met to plan the formation of a representative community board. The group deliberated on the role and functions of the board, its relationship to the Project staff and co-sponsoring agencies, how the board should be created, size and composition of the board, and who should appoint its members. As a result, the Community Advisory Board was formed and held its first meeting on November 11, two months later. (See Section II, 4.)

The Interagency Committee met again on December 2, 1971, to consider plans for the Demonstration Center. Twenty committee members and the entire Project staff attended the meeting. Progress on program activities, special materials and equipment for the Center, the community survey and community involvement activities, including the establishment of the Community Advisory Board, and the selection of a facility were outlined by staff members for the Interagency Committee. Committee members contributed constructive comments and a number of provocative suggestions for programming to the staff.

At the March 1, 1972 meeting of the Interagency Committee, Clifton J. Williams, Chairman of the Community Advisory Board, was introduced to the group. He reviewed the activities of the Community Advisory Board and tentative plans for the dedication of the Action Library. At that time, the Project staff also discussed the evaluation plan and implementation, the audit proposal and pre-audit report, staffing and community aides, materials, equipment and furnishings for the Action Library, and public relations. Miss Marie Davis, Associate Director of The Free Library of Philadelphia, reviewed the search for a facility for the Demonstration and final arrangements for leasing space at St. Charles Community Hall.

At the final meeting of the year on June 20, 1972, Mr. Benford, Project Director, reported on the accomplishment of the major project tasks during the year. He indicated that all major tasks scheduled for the year had been accomplished and, with the exception of start-up of program activities, on time. Program activities were delayed several weeks due to the failure of vendors to make deliveries of materials and equipment as scheduled. Mr. Benford also reported on the dedication ceremonies. Clifton Williams, Chairman of the Community Advisory Board, expressed his special appreciation to the Interagency Committee and Project staff for outstanding cooperation in planning the dedication.

Project staff members reported on progress of program and collection and implementation of the evaluation for the first quarter. Thomas Rosica, Executive Director of Federal Programs for the School District of Philadelphia, announced that the Office of Education had awarded two grants totaling approximately $700,000 for the fifth year (1972-73) to the School District for the Project, and that the Pennsylvania State Library had also indicated that a second year's LSCA grant would be forthcoming. The meeting was concluded with a tour of the Action Library led by Mr. Peguese and his staff.

In addition to regular meetings of the Interagency Committee, the Project staff met with small groups of school and library supervisory staff throughout the year to exchange ideas and to clarify the functions of the Demonstration Center. Some very helpful ideas for the Center (e.g. use of color coding for the collection, availability of inexpensive cameras for students, substituting lapboards and cushions for tables and chairs, the importance of one-to-one interaction between Action Library staff and students) were advanced by agency representatives.

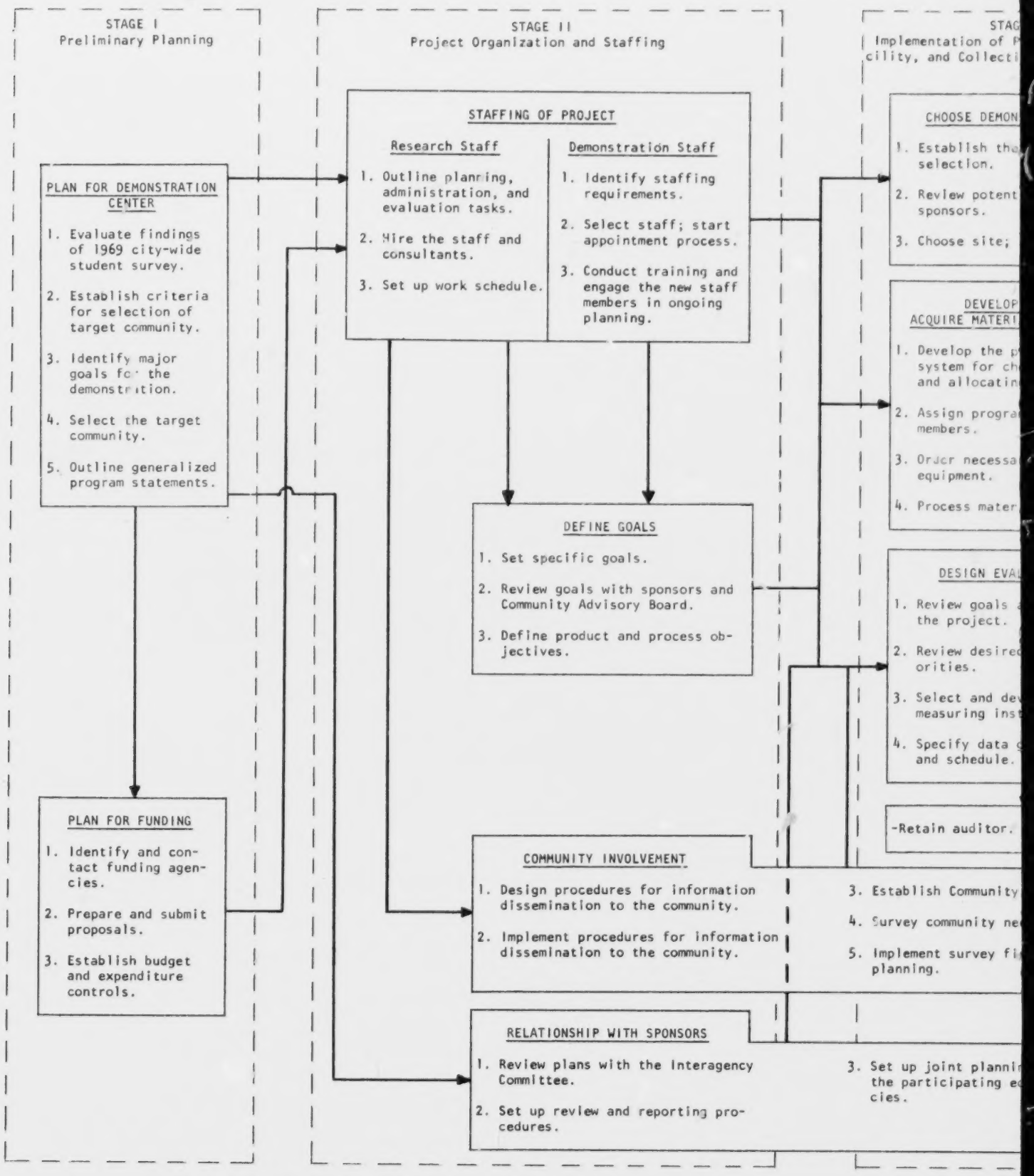
They also reiterated their full support and cooperation for the Project at these meetings. This device of using informal "task" groups of teachers and librarians proved very helpful throughout the Phase IV planning for the Demonstration Center.

As they were developed, all materials relating to the establishment of the Demonstration Center -- objectives, evaluation plan, plan for formation of the Community Advisory Board, materials relating to the choice of a facility, promotional materials, quarterly and annual reports -- were sent to the members of the Interagency Committee. In addition, the Project Director has maintained constant telephone and personal contacts with members of the executive committee and key representatives of the sponsoring organizations, seeking their advice and clearances on important Project matters.

PHILADELPHIA STUDENT LIBRARY PROJECT
PHASE IV - JOINT PLANNING: DEMONSTRATION

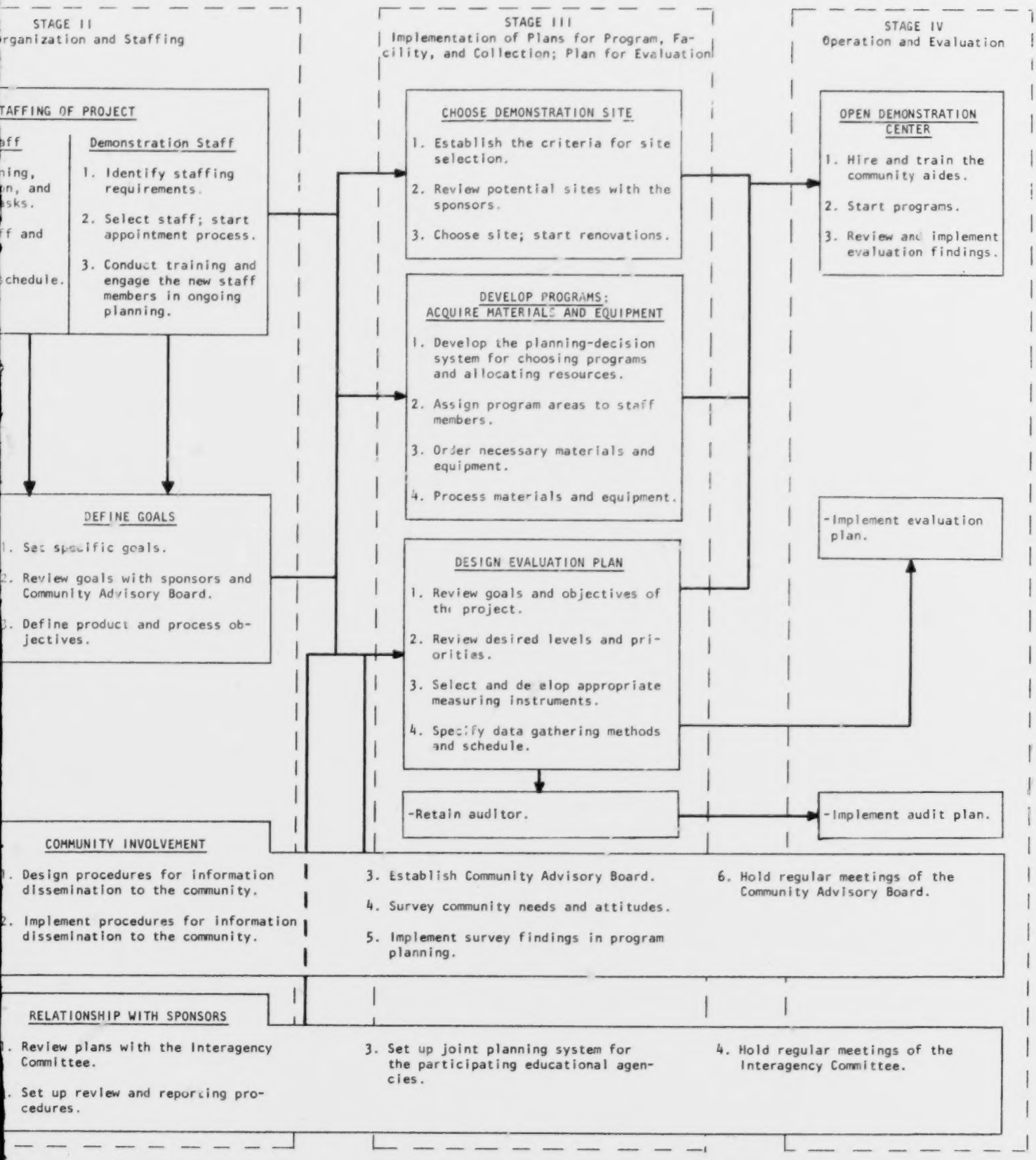
MAJOR ACTIVITIES FOR JOINT PLANNING

IMPLEMENTATION OF LEARNING CENTER DEMON


STAGE I
Preliminary Planning
STAGE II
Project Organization and Staffing
STAG
Implementation of P
cility, and Collecti
PLAN FOR DEMONSTRATION CENTER
1. Evaluate findings of 1969 city-wide student survey.
2. Establish criteria for selection of target community.
3. Identify major goals for the demonstration.
4. Select the target community.
5. Outline generalized program statements.
STAFFING OF PROJECT
Research Staff
1. Outline planning, administration, and evaluation tasks.
2. Hire the staff and consultants.
3. Set up work schedule.
Demonstration Staff
1. Identify staffing requirements.
2. Select staff; start appointment process.
3. Conduct training and engage the new staff members in ongoing planning.
CHOOSE DEMON
1. Establish tha selection.
2. Review potent sponsors.
3. Choose site;
DEVELOP ACQUIRE MATERI
1. Develop the p system for ch and allocatin
2. Assign progra members.
3. Order necessa equipment.
4. Process mater
DEFINE GOALS
1. Set specific goals.
2. Review goals with sponsors and Community Advisory Board.
3. Define product and process objectives.
DESIGN EVA
1. Review goals the project.
2. Review desire orities.
3. Select and de measuring inst
4. Specify data and schedule.
PLAN FOR FUNDING
1. Identify and contact funding agencies.
2. Prepare and submit proposals.
3. Establish budget and expenditure controls.
-Retain auditor.
COMMUNITY INVOLVEMENT
1. Design procedures for information dissemination to the community.
2. Implement procedures for information dissemination to the community.
3. Establish Community
4. Survey community ne
5. Implement survey fi planning.
RELATIONSHIP WITH SPONSORS
1. Review plans with the Interagency Committee.
2. Set up review and reporting procedures.
3. Set up joint planni the participating e cies.

AJOR ACTIVITIES FOR JOINT PLANNING AND

MENTATION OF LEARNING CENTER DEMONSTRATION


STAGE II
rganization and Staffing
STAGE III
Implementation of Plans for Program, Facility, and Collection; Plan for Evaluation
STAGE IV
Operation and Evaluation
TAFFING OF PROJECT
aff
ning,
n, and
sks.
f and
chedule.
Demonstration Staff
1. Identify staffing requirements.
2. Select staff; start appointment process.
3. Conduct training and engage the new staff members in ongoing planning.
CHOOSE DEMONSTRATION SITE
1. Establish the criteria for site selection.
2. Review potential sites with the sponsors.
3. Choose site; start renovations.
OPEN DEMONSTRATION CENTER
1. Hire and train the community aides.
2. Start programs.
3. Review and implement evaluation findings.
DEVELOP PROGRAMS; ACQUIRE MATERIALS AND EQUIPMENT
1. Develop the planning-decision system for choosing programs and allocating resources.
2. Assign program areas to staff members.
3. Order necessary materials and equipment.
4. Process materials and equipment.
DEFINE GOALS
1. Set specific goals.
2. Review goals with sponsors and Community Advisory Board.
3. Define product and process objectives.
-Implement evaluation plan.
DESIGN EVALUATION PLAN
1. Review goals and objectives of the project.
2. Review desired levels and priorities.
3. Select and develop appropriate measuring instruments.
4. Specify data gathering methods and schedule.
-Retain auditor.
-Implement audit plan.
COMMUNITY INVOLVEMENT
1. Design procedures for information dissemination to the community.
2. Implement procedures for information dissemination to the community.
3. Establish Community Advisory Board.
4. Survey community needs and attitudes.
5. Implement survey findings in program planning.
6. Hold regular meetings of the Community Advisory Board.
RELATIONSHIP WITH SPONSORS
1. Review plans with the Interagency Committee.
2. Set up review and reporting procedures.
3. Set up joint planning system for the participating educational agencies.
4. Hold regular meetings of the Interagency Committee.

II. PLANNING FOR THE DEMONSTRATION ACTION LIBRARY

1. Concepts and Purposes

The Action Library is an outgrowth of two years of research into student use of learning media. The Philadelphia Project's staff studied this use by children and young people in the City's public, parochial and independent schools, starting with the assignments made by teachers and including the print and audiovisual materials actually used by students, both for school purposes and because of personal interests. These extensive research studies included evaluations of the media which are available to students in both school and public libraries, in relation to student needs.

The results of this research show that while materials sometimes fall short of meeting student needs, the solution to the problem of how to increase student use is not to be found in library collections themselves. The considerable resources which are now available are not being used anywhere near their limit by many young people. Some elements in the educational process or in the experience of growing up increasingly turn a large percentage of students away from learning materials as these young people (particularly those in the inner city) advance in the formal educational program. Children for whom education has begun as an opening up of the world of recorded knowledge often grow into young people who actually reject the use of learning resources.

If the problem were solely that resources are lacking, the solution would be to build up libraries. The problem, however, is more complex and involves not just the size and level of collections, but also the environment in which they are presented, the motivation aroused for their use, the guidance given in the process, and the elimination of the frustration which the

student encounters. The young person goes to the library hoping that the knowledge gathered there will lead him to greater understanding of a subject or perhaps to completion of an assignment. Too often a connection is not made, the gap between the student and the learning materials is not bridged, and the young person comes to feel that somehow he has failed. After several such attempts he decides that libraries, librarians, books and other media represent false hopes in the educational process.

The research reveals that these deficiencies are found particularly in the inner city, where bridging the gap between the student and learning materials is increasingly crucial. Opportunity to learn is closed, of course, to any young person who does not learn to read. But even for the many who do learn to read, the benefits of access to the world of print and other communication forms are denied if they do not use learning materials.

Based on these research findings, the Interagency Committee decided that there is a need for an experimental demonstration in the form of a library student learning center. They agreed that the new center should be located in a low-income area in central Philadelphia.

The Action Library has one central purpose: to develop ways within the inner city to bridge the gap between young people and learning resources. The new Action Library is designed to accomplish this purpose through -

1) a community-based project, which is free of the traditional restrictions of established schools and libraries

2) a community-oriented program which involves students and other persons from the neighborhood in most aspects of its operation, including staffing

3) provision of multi-media resources selected to interest children and young people

4) a multi-staff mix, including service teams of librarians, teachers, and other specialists

5) involvement of parents in the learning process, as well as children and young people

6) activities designed to attract and stimulate young people and to develop their interests (rather than simply to be available for those with the initiative to seek out the center)

7) interagency sponsorship by the school systems and the public library, with the overall goal of fostering change in these library systems.

In this past year, these concepts and purposes have been translated into an operational reality - the ACTION LIBRARY. The following sections of this report describe the processes of intensive planning for and development of the Demonstration Center.

2. The Demonstration Center Community

The Christian Street - South-Central community is one of ten that were profiled and considered as possible target areas for the demonstration. Profiles were based on socio-economic status, educational needs, library resource needs, and the community's potential for success in a demonstration project.

At a meeting of the co-sponsors and the Project staff in December, 1970 (Phase III), the profiles of the communities were reviewed and there was unanimous agreement that the area most suited to the proposed center would be a combination of two under consideration, the Christian Street community and the South-Central community, encompassing the area from Lombard to Wharton Streets and from 10th to 24th Streets.

The Demonstration Center community is a somewhat typical inner-city area. It is characterized by crowded schools, many blighted properties, and inadequate play areas. Approximately 69% of the students are from low-income families, including a high percentage of AFDC families. In terms of academic achievement level of public school students, the community ranks

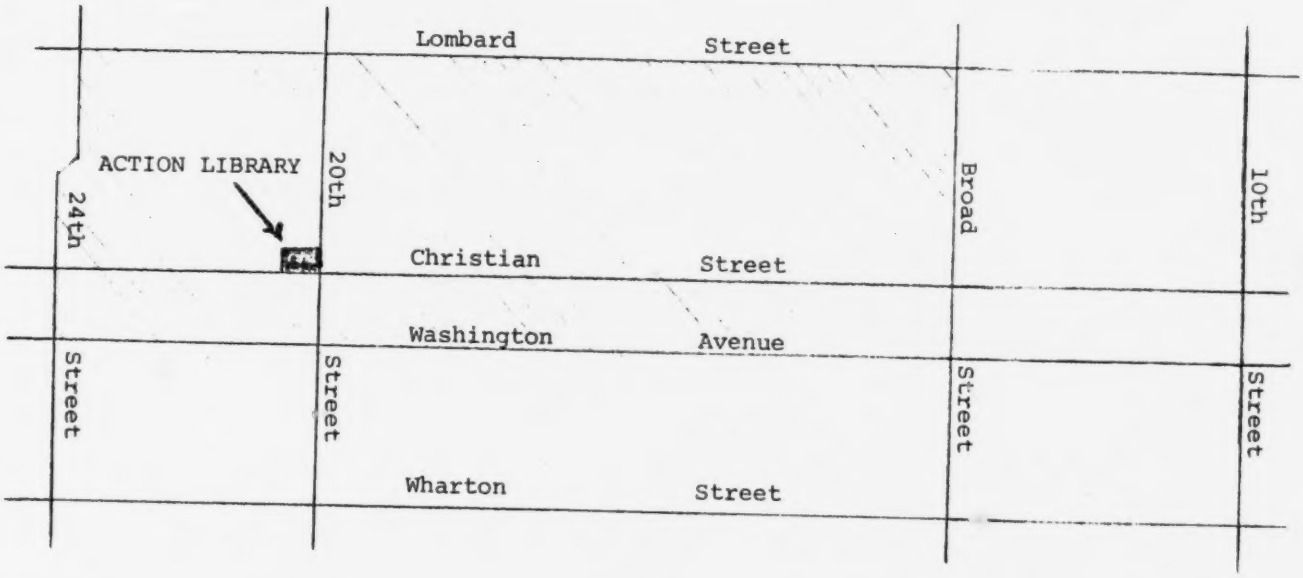
8th (10 is the lowest rank). School libraries within the community have about 7.4 books per student in the collections, less than one-half the number called for by national standards. Circulation of printed materials in school libraries is .9 per student, but the circulation per school varies from 2.2 to .2 materials per student (average weekly circulation per student, 1970). There is no public library within the area and no plans have been made to establish one in the community.

There is, however, a strong community spirit, with a considerable number of individuals and organizations working for the improvement of the community. The Ridgeway Action Council has converted a four-acre site into a recreation area. The Rebound Ad-hoc Committee has a community-operated daycare and youth health program. The Southeast Philadelphia Community Corporation, in cooperation with Pennsylvania Hospital, has established a community health center. In addition to these programs, there are Get-Set and Follow-Through Programs in several schools, an outstanding Y.M.C.A., a tutorial service for children in-patients at Children's Hospital, a special intensive learning center in the Durham School that seeks to involve the entire family in the educational process, and a modern Montessori educational program serving 200 children. (See Supplement for Community Profile.)

3. The Primary Service Area

Early in Phase IV, it became clear that the service area of the Demonstration Center, as originally defined by Project sponsors during Phase III was too large an area for comprehensive neighborhood service and that two streets, Broad Street and Washington Avenue, were more natural geographic boundaries. Further discussions with community residents indicated that a smaller area bounded by Broad Street on the East, 24th Street on the West, Washington Avenue on the South, and Lombard Street on the North, would constitute the primary

service area. The remaining portion of the original area (from Broad Street to 10th on the East and from Washington Avenue to Wharton Street on the South) was designated as the secondary service area. It would be serviced by the center insofar as practicable, but the focus of effort would be the primary area with its population of approximately 17,000 people, and 4,400 school-age children.



4. Target Population

The Demonstration Center's primary service area includes three parochial and four public elementary schools with enrollments of approximately 3200 children. An additional 1200-1500 young people who reside in the area attend junior and senior high schools and vocational schools outside the primary area. This population of approximately 4400 school-age children (including 209 handicapped children) constitutes the major client group of the Action Library.

Further identification of handicapped children who remain at home or attend schools outside the area, drop-outs, and pre-schoolers will greatly increase the total number of children who are potential users of the Action Library. When the larger target area (including primary and secondary service areas) is considered, as many as 9000 children and their parents may be counted as the target population of the Action Library.

5. Community Participation

Once the target community was selected, efforts to involve the community in plans for the Action Library were accelerated. The Project Director and the Community Relations Specialist met with more than 30 community leaders and organizations. The Community Relations Specialist is a long-time resident of the Christian Street community and his knowledge of the area, as well as other inner-city communities, had been very useful in the selection and profiling of ten candidate communities in the final choice of the Christian Street-South-Central area. His contacts in the target community served 1) to inform community leaders about the proposed Demonstration Center, to gauge their interest in the Project and to obtain from them a prognosis on interest and response by various segments of the community; 2) to obtain further information about needs and resources in the community relevant to the proposed demonstration; and 3) to seek assistance in locating a suitable facility as well as identifying individuals who might serve on the proposed Community Advisory Board and might assist in a professional or para-professional capacity as center staff.

From these varied but informal communications, there was a universally positive response to the proposed Demonstration Center. Many individuals were highly enthusiastic and indicated a willingness to assist in various ways. At this juncture, in the early months of Phase IV, it was decided that a more

definitive and organized assessment of community attitudes and perceptions of needs should be determined through a direct survey.

In addition to the community survey (detailed in Section following) formation of a Community Advisory Board, hiring of community aides, and a continuing dialogue with community residents and organizations constituted the thrust of Phase IV community involvement activities. To facilitate this program, temporary offices in the Christian Street YMCA were rented and the Demonstration Center staff moved into the offices in mid-August, enabling them to be in touch on a day-to-day basis with the people of the community they would eventually serve.

6. The Community Survey

In an effort to involve the target community as much as possible in planning for the demonstration center, a community survey was designed and executed during the early months of Phase IV. The goals of the survey were:

1) to disseminate information about the proposed center, involving community residents both as interviewers and interviewees, and also involving community organizations and individuals who might be called upon later to support the Center's programs.
2) to make the Center's development and growth a joint undertaking with the community. An important objective was to determine needs and attitudes of residents of the community as well as their preferences for program alternatives.

Three populations were sampled:

a. school-age children residing in the primary area distributed across grades 4-11, apportioned between public and parochial school systems according to their enrollments in the school year 1970-71;

b. one parent (or adult most directly involved with the child) for each child interviewed; and

c. one parent for each retarded educable child in the sample. The retarded educable children were not interviewed.

The sample consisted of 340 families drawn from lists provided by the School District of Philadelphia and the Archdiocesan schools. There were 225 public school families; 75 parochial school families; and 40 families with retarded educable children.

3. Three questionnaires were used: one for children from 4th through 11th grades; one for parents of these children; and one for parents of retarded educable children.

Interviews with students and their parents were conducted by residents of the Christian Street community. Mrs. Doris Hamilton, who is a former resident of the area and had worked with the Project in the Phase II research, supervised the interviewers during the field work.

Training sessions for interviewers were held in mid-October, under the direction of Mrs. Verna Shmavonian of the project staff, Dr. John Connolly, Project Consultant, and Mrs. Hamilton. At the training sessions, the questionnaires were reviewed and interviewers conducted practice interviews with staff as observers. Mimeographed instructions, including a list of materials, a timetable for action, pay instructions and a list of staff to be contacted for information were distributed.

Principals of the 16 schools from which the sample was drawn sent letters to parents explaining the survey and asking for their cooperation.

Assignments were given out on October 22 and interviewers went into the field the following week. The field work was completed in November and the preliminary report completed early in 1972.

The positive response to the survey and the proposed Demonstration Center concept was most encouraging. There were many indications that the proposed Center was of interest and relevant to the needs of the students and their parents. The amount of cooperation in the interview period was highly gratifying: 325 families from a sample of 340 cooperated in the survey.

It was clear that students and parents were eager to be involved actively with the Center. They responded enthusiastically to virtually all of the specific program activities suggested to them. While the response constituted a general endorsement of program concepts and components more than a definition of priorities, there were some preferences indicated. The children, especially younger ones, clearly preferred activities involving audiovisual materials rather than print materials. Parents preferred basic education activities to enrichment activities for their children. Some differences in the choices of younger versus older children were indicated. The survey also pointed up a clear need for activities for retarded children. The parents of these children were especially eager to have their children involved in all Center activities.

Finally, with respect to Center management policies, the survey results provided guidance on which hours would be best for parents and students, how the location of the Center would affect use by different age groups, and how parents would react to the proposed borrowing policies.

The survey served a very useful purpose in terms of acquainting the community residents with plans for the Center and involving them in the planning.

(See Supplement Vol. II, June, 1972, Progress Report, for complete Community Survey Report.)

7. The Community Advisory Board

Through the Fall months of Phase IV, a plan for establishing a Community Advisory Board was carefully formulated, culminating in the first meeting of the CAB on November 11, 1971. Discussions with representatives of the three sponsoring institutions, conferences among Project staff members, and consultations with persons experienced in inner-city community organization led to the plan for forming a community board.

Appropriate materials prepared by the Project staff were distributed to representatives of the sponsoring institutions for a meeting chaired by David A. Horowitz, Deputy Superintendent for the School District of Philadelphia, on September 14. The materials included a proposed outline of organization, alternate plans for appointment and composition of a community board, a panel of names of persons who either live or work in the target community, an organization chart, and proposed by-laws. At that meeting there was agreement that the board should be advisory in nature, and that selection of members to serve on the board should be made, not by the sponsoring institutions, but rather by the community itself. Accordingly, three co-signers of the application for funds under Title III, ESEA, who reside in the target area, were invited to assist in establishing the board, together with three additional community leaders selected by the Project Director.

On October 5, 1971, five of the six community leaders invited - Lorraine Goldsborough, George Dukes, Father George Vermeiren, William Morton, and Robert Poindexter - met with Project staff to choose members of a community advisory board within categories designed to provide broad community representation. A group of 21 persons and several alternates were selected to represent students, parents, schools, churches, libraries, businesses, community organizations, and the handicapped. The nominating group also agreed that the Board should be designated "The Community Advisory Board".

Each of the 21 nominees was invited to serve on the Board by a letter which was signed by the Deputy Superintendent of the School District of Philadelphia, the Assistant Superintendent of the Archdiocesan Schools, and the Director of The Free Library of Philadelphia. All accepted.

The Community Advisory Board convened for its first meeting on November 11, 1971. Pro tem officers were nominated and elected, and the proposed by-laws were reviewed, discussed, and modified. At the second regular monthly meeting of the Board on December 9, the Board elected permanent officers: Mr. Clifton J. Williams, Chairman; The Reverend Cecil Gallup, Vice Chairman; and Mrs. Lorraine Goldsborough, Recording Secretary.

Since November, the Community Advisory Board has held regular monthly meetings covering all aspects of Demonstration Center planning and operation. In the course of these meetings, the Board has defined its areas of responsibility, approved a name and logo for the Center, assisted and advised on a variety of items, and set up three committees, a Personnel Committee, a Public Relations Committee, and a Center Dedication Committee, to function as working committees in the areas indicated.
(See Supplement for materials relating to the Establishment of the Community Advisory Board and for Minutes of CAB meetings.)

8. The Demonstration Center Facility

Guidelines for selecting a facility for the Demonstration Center were drawn up by the Project Center during Phase III. It was ten months, to January of 1972, before an appropriate building could be located and leased. During that time, 24 prospective facilities were investigated and rejected on various grounds, including, particularly, their need for extensive structural repair or rehabilitation not permissible under the LSCA grant.

General criteria developed to measure the suitability of possible sites included: the availability of approximately 10,000 square feet of floor space, reasonable proximity to the center of the target area, a safe and well-lighted location with easy accessibility, and need for only minimal renovations. In December, Father George Vermeiren, pastor of the St. Charles Borromeo Roman Catholic Church, indicated a willingness to enter into an arrangement to make space available for the demonstration in the St. Charles community building. The site was inspected and approved by building inspectors from The Free Library and The School District. Arrangements were reviewed and approved by Keith Doms, Director of The Free Library of Philadelphia, acting as the Grantee and Administrator of the LSCA grant; by David A. Horowitz, Deputy Superintendent of Public Schools; Reverend Paul F. Curran, Assistant Superintendent of Archdiocesan Schools, the Interagency Committee; and the Community Advisory Board. Subsequently, material was submitted to the Office of Education, documenting the selection of the facility. A lease was signed on January 12, 1972, for rental of approximately 10,000 square feet of floor space in the St. Charles Community Hall.

The St. Charles facility meets the criteria which were established in Phase III for selection of a site. It offers an adequate amount of space in a useful layout with no major renovations required. It is located near the geographic center of the primary service area at a busy and well-lighted intersection. The facility is served by public transportation. It offers a mutually supportive association with a variety of other community programs and activities already conducted in the St. Charles Community Hall. St. Charles parish is well-known in and beyond the community for its positive image and acceptability among local residents.

The area which houses the Action Library is on the lower level of the Community Hall with a separate entrance from Christian Street. A large carpeted central area, approximately 80 feet x 50 feet, includes an attractively furnished lounge. Opening off the central area are six rooms along the Christian Street wall and two rooms along the Webster Street wall. On the second floor of St. Charles Community Hall, two large classrooms, totaling 1290 square feet, house staff offices and work areas.

9. Objectives and Evaluation Plan for the Demonstration

Planning for the Demonstration Center began with the development of a set of 73 explicit objectives and a comprehensive detailed evaluation plan. The objectives and evaluation plan, which occupied a large part of the Project Center's manpower during late 1971, were completed in December. They constitute one of the most important components of the Project; and they offer a model for project planning and evaluation in the area of library and learning resources.

Training Seminars. Training seminars for all professional personnel were conducted at the Project Center during September and October. These seminars, which were led by Roger L. Sisson, Associate Director of Government Studies and Systems (GSS), were designed to bring all of the Project staff to a common understanding of the planning and evaluation process. They proceeded from general discussions of planning processes to definition of objectives for the Demonstration, and finally to development of program components and evaluation procedures and measures.

Although Project Center staff assumed principal responsibility for development of the objectives and the evaluation design, all Project personnel, including the staff of the Demonstration Center, were involved and now share a common understanding of the relationship of the various elements of the Project, of its overall goals and of the importance of rigorous evaluation and accountability.

In preparation for the development of the plan and evaluation design for the Demonstration, John Q. Benford, Charles Peguese and Corinne Kyle, members of the Project staff, participated in an ESEA Evaluation and Audit Training Institute in New York City on July 26-30, 1971. Dr. Norman Chansky, Independent Auditor for the Project, also attended. Jan Vermeiren, Research Assistant at the Project Center, attended a later Evaluation and Audit Institute held in Washington, D. C. in October, 1971. In the development of objectives and the evaluation plan, the Project staff reviewed and related ESEA Title III plan, evaluation, and audit guidelines to the Project.

Objectives. A detailed set of objectives for the Demonstration, completed in October, provided the framework for design of program components, specification of staff skills, selection of materials and equipment, the layout of the facility and the evaluation plan. The objectives include:

1) "product objectives" - those relating to changes in attitudes, skills, use patterns, and knowledge of students, teachers, librarians, parents, and community residents;

2) "process objectives" - those relating to actions required to produce a viable and manageable demonstration and to activities in the Center by participants; and

3) "management objectives" - those relating to planning, evaluation, communication, and management of the Center. Many of the objectives, particularly those classified as "process" and "management" objectives, are designated as short-term - that is, accomplishment can be measured within a few months of opening of the Center. Others, especially "product objectives" which relate to changes in student attitudes, skills and use patterns, clearly are long-term and will require three to five years for adequate measurement.

The objectives, 73 in all, were developed through a series of intensive group sessions over several months by the staff of the Project Center, the professional staff of the Demonstration Center, specialists from Government Studies and Systems, educational and library personnel from the sponsoring agencies, and Project consultants. Accomplishment of the objectives requires

an extensive and inter-related set of management, operational, program, and evaluation plans. (See Supplement for the objectives.)

The Evaluation Plan. With the statement of the objectives for the demonstration completed, staff efforts focussed on the development of the evaluation plan. Led by Edmond Weiss, Education Program Planning Manager of GSS, the Project staff spent several months outlining procedures and a time schedule for measurement. The plan was completed in December, 1971, and was submitted to the U. S. Office of Education, the sponsoring organization, and the Independent Educational Auditor in January, 1972. Implementation has been underway since January 19, 1972.1/

The evaluation plan is considered one of the most important components of the Philadelphia Project. It will test and document the effectiveness of the Demonstration and produce information about workable techniques and programs that may be diffused in Philadelphia's three major library systems and elsewhere in the country. One of the premises of the plan is that the Demonstration is a service-oriented project rather than an hypothesis-testing experiment. This not only complicates the measurement process, but at times, the service goal can be expected to conflict with the research goal. Therefore, the evaluation procedures in the design are as unobtrusive as possible; whenever practicable, the observation or measurement is conducted as an integral part of the services offered, so that it is not perceived as a measurement.

The evaluation plan consists of 11 "work-packages", which in turn include the objectives, the tasks required to measure accomplishment, and a time schedule for the tasks. The plan covers a three-year period. The calendar is

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1/ A comprehensive report on the evaluation implementation has been completed and is available upon request at the Project Center.

divided into 12 quarters, the first being the three months prior to the opening of the Demonstration Center, the twelfth ending December 31, 1974. (See Supplement for the Evaluation Design.)

10. Program Development

Program development for the Demonstration Center began with the staff seminars conducted by Government Studies and Systems' specialists in the Fall. These sessions provided a general framework within which the goals and objectives were developed, and in turn, alternate programs could be weighed and selected in relation to defined objectives.

Several program sessions were held with specialists from the sponsoring organizations, as well as with representatives of innovative educational programs throughout the City, to review and develop program ideas. Bernice Berry, Reading Specialist, met several times with Reading Teachers in District 2 to determine how Action Library activities could best complement programs existing in the target area. For these sessions, each specialist outlined individual program components according to the age group the activity would serve, what space, time, staff and equipment it would require, as well as objectives it might meet.

Detailed program plans for handicapped children were delayed until a specialist was hired in May. However, preliminary efforts were made to ascertain the needs of handicapped students and the resources available to them in Philadelphia. Special Education personnel from the School District, the Eastern Pennsylvania Resource Center at Valley Forge, and other agencies and institutions specializing in programs and materials for the handicapped were consulted. A preliminary outline of a program for handicapped children.

particularly retarded educable children, was developed in the Spring; it is currently undergoing refinement and detailing.

The Community Survey results gave some indication of program items that parents and students would like to see developed at the Action Library. There was general enthusiasm for all the activities suggested in the survey, but parents were especially interested in activities that could be classified as "basic education" and in development of reading and homework skills for the students. The students also gave high priority to these areas and were particularly interested in tutoring and in having reference books and a quiet place to study. Any activity which involved audiovisual hardware and software was of great interest, especially to the younger students. It is clear that the peak period of activity for students at the Center will be after school. Evening programming will have to be carefully coordinated so that activities for the younger children will be held at the same time as programs for older children or adults. Parents are concerned for the safety of the children going to and from the Center at night.

At the time of this writing, the Demonstration Center staff had begun the planning for an elaborate 52-week program which include specific activities, space, materials, time, and staff requirements for a full year. Many of the program activities will involve cooperation among staff specialists, with the audiovisual specialist scheduled to work in every area of programming. The use of audiovisual materials is a major part of programming. Students will create their own slide shows, photography exhibits, and closed-circuit television productions. Workshops to learn how to use all of the audiovisual materials, such as cassettes, cameras, etc. will be required of all students before they can check out these materials. The audiovisual specialist also

will work with teachers, librarians, and parents to help them develop skills in use of many kinds of media. (For a more detailed statement of program, see Section IV of this report.)

III. ESTABLISHING AND OPERATING THE ACTION LIBRARY

1. General

The four months from the signing of the lease for the St. Charles facility on January 12, through the opening of the Action Library on March 27, to the Dedication of the Action Library on May 10, 1972, was a period of intense activity for the Project staff. It involved renovation and refurbishing of the facility, ordering of materials and equipment, program planning, continuing community involvement and outreach, preparation and dissemination of public information materials, hiring and training of community aides, planning for the opening on March 27 and for the Dedication on May 10, establishing registration and evaluation procedures, processing materials as they arrived, and above all, keeping the children interested and happy despite delays in programs and late deliveries of materials.

2. Ordering Materials and Equipment

Through the Fall months of Phase IV, Action Library staff researched and developed lists of materials and equipment. Part of the process included development of a Book Selection Policy, a statement of standards which served as a guideline for selection of a collection for the Center. The Policy includes a statement of objectives, types of collections, general policies covering responsibility, and criteria for selection according to age and interests of readers and according to subject. (See Supplement for the Book Selection Policy.)

The first volumes in the Action Library collection were on hand long before a facility was chosen: approximately $5,000 worth of reference books were donated by the Libraries Department, School District of Philadelphia.

Many orders for books and audiovisual materials had been submitted to the Purchasing Department of the School District of Philadelphia by mid-January. Although some of these materials were received prior to the Center's opening, most materials, furnishings and equipment did not arrive until after the opening. To help fill the immediate need for materials, alternate plans were put into effect; a 1,000 unit deposit collection was loaned by The Free Library, and initial programs had to be curtailed. In the first weeks after opening, students were registered, met the staff, were told of planned activities, and were shown the developing Center.

3. Renovations of the Facility

Although the St. Charles facility is a modern building in an excellent state of repair, some renovations were necessary in order to make the space completely suitable for Action Library needs. Stainless steel and glass doors were installed at the main entrance from the street, to provide a clear view from the street to the lobby area. Heavy duty stair covering and a new vinyl asbestos floor were installed in the lobby area. Partitions were added in one of the second floor rooms to provide individual staff offices. A temporary wall between two of the smaller rooms on the lower level was removed to make one large room to house the young adult collection.

Door checks were installed, as well as additional lighting and storage shelving. The walls of the lobby and some of the side rooms were painted. The adult lounge was painted in a striking contemporary design in bright blue, yellow, and green.

4. Floor Plan and Furnishings

Colorful rugs have been used throughout the Action Library. The only furnishings in the main children's room area are bookshelves along the walls,

moveable bookshelves in the center of the room, a checkout desk, a picture-book table, and a small desk for the Children's Librarian. Seating for the children in this room consists of the rug, some vinyl cushions, and vinyl chaises longues called "polywogs". The portable shelves can be moved to provide temporary partitions or they can be pushed against the walls to clear the area. Stacking chairs are available for use throughout the facility.

An attractive lounge for parents off the main area is furnished in contemporary style with three couches, a parson's table, and a color television set. Easy chairs, lamps, and end tables will be added to these furnishings. This room also has a small collection of books, newspapers, and periodicals of interest to adults.

Along the Christian Street wall there are five smaller rooms. The Young Adult Room is furnished with wet and dry study carrels, four round tables and chairs, and special paperback carousels, as well as wall shelving.

Next to the Young Adult Room is a room equipped only with study carrels. Occasionally, this room is used for programs, but its primary function is to serve as a quiet room for students who want to read, work alone or with tutors to improve their skills, or look and listen to filmstrips, loops, tapes, cassettes, and records.

Another room is the Reading Room, equipped with study carrels and many kinds of specialized equipment for reading programs for students.

Special face-out shelving in the Black History and Culture room permits attractive display of books and other materials relating to Black Culture, ranging from easy reader to adult level.

The fifth room, furnished only with a carpet, has been used for creative dramatics and special taping sessions. Recently, this room has been used for programs for handicapped children.

On the Webster Street side of the Action Library, a large storage room doubles as a workroom and staff lounge. Next to it is a large room with small individual cells along one side. This room is the "theatre" for film showing and other individual programs.

Brightly painted walls, color-coded bookshelves, posters, community art and photo exhibits, plants and a fishtank-terrarium provide a stimulating environment. (See Supplement for materials relating to the selection, renovation and furnishing of the facility.)

5. Hiring and Training of Community Aides

One of the top priorities in the opening of the Action Library was the appointment and training of community aides. Several meetings were held with the personnel committee of the Community Advisory Board to determine procedures for interviewing, hiring, and termination of employment of 25 part-time community aides. A complete set of guidelines was developed by the Project staff and approved by the Community Advisory Board.

On March 6, seventy-five organizations, schools, and churches were asked to post flyers announcing the need for community aides. Job candidates filled out an application form furnished by the School District. These applications were screened by the Action Library staff and the Personnel Committee of the Community Advisory Board.

Minimum requirements for aides are that he or she live in the target community or have a particular interest in the community; be at least 16 years of age; not be an employee of any of the sponsoring agencies of the Project; be willing to work a flexible schedule - including some evenings and weekends; and have an interest in working with students.

All applicants who met minimum requirements were scheduled for oral interviews. Each interview was conducted by one member of the Action Library professional staff and one representative from the CAB Personnel Committee. A School District checklist, modified to suit Action Library requirements, was used to rate each candidate. Applicants were ranked according to an averaging of scores on the check list. A list of eligibles was drawn up and the top candidates were hired.

There were more than 60 applicants for the aide positions and the staff and Board Members who interviewed them felt they were generally an excellent group. Those hired range in age from 16-50, including housewives and high school and college students.

Action Library staff also outlined requirements and duties for specific positions such as "media aide" or "creative dramatics assistant". On the basis of the aides' own interests and assessments by the staff of their experience and talents, they have been assigned to specific jobs.

Six orientation and staff development sessions were conducted for the aides over a two-week period. The first session opened with a statement by Clifton Williams, Chairman of the Community Advisory Board, followed by a general introduction to the Action Library by Charles Peguese, Administrator, and Ron Hart, Community Relations Specialist. Subsequent sessions conducted by Action Library professional staff covered library skills, processing and checking in materials, utilization of hardware and software, reading disability patterns, communications and community relations, and child development and learning. (See Supplement for an Outline of Hiring Procedures and Staff Development Sessions for Community Aides.)

6. Community Participation

Community participation is a major prerequisite for success of the Demonstration Center. From the beginning, Project staff and the sponsoring organizations agreed that it merited top priority in planning the Center. The first step taken was to hire Ronald W. Hart, a resident of the target community and an experienced community relations specialist, as Community Relations Coordinator for the Project, early in the Project year. He and the Project Director spent countless hours talking with community leaders and residents about the proposed Demonstration Center. By the time that Project staff were prepared to outline specific plans, all of the educational, welfare, recreational and health organizations in the community and many of its residents had been contacted and had communicated their interests and ideas to the Project staff.

The activities which followed this initial Project-Community communication are detailed below.

Outreach Program. Throughout Phase IV, staff members went into the demonstration community to acquaint residents with the Action Library and its program. Prior to the opening of the Center, letters were sent to principals of elementary schools in the target area to make arrangements for visits by Pat Myrick, Children's Librarian. She visited the schools, class by class, telling the children about the Library, inviting them to visit and distributing Action Library bookmarks. Bernice Berry, Reading Specialist, met with the reading teachers in District II and attended conferences of curriculum and reading specialists. Ron Hart continues his daily contact with community leaders and organizations in the area. Staff members also attended the Southwest Center City Community Council Annual Dinner, the YMCA Annual Awards-presentation, and other civic affairs in the community.

In early January, young people in the community, who indicated in the Community Survey that they would like to help plan for the Center, and student members of the Community Advisory Board were invited to a meeting to help choose a name for the Demonstration. Their recommendation, "Action Library", with the additional phrase, "Check It Out" to be used where appropriate, was approved by the Community Advisory Board.

An elaborate information dissemination program in the community was begun with a letter describing the prospective Center, and the ways in which community residents could be involved. This was sent in January to all organizations in the community - schools, churches, community councils, health and welfare organizations, and recreation and cultural groups.

A coordinated packet of promotional materials for use in the community and during registration at the Action Library was designed and developed. It included a 12-page, colorful brochure designed especially to appeal to children and young people, a membership badge, a bookmark, and a membership card. The brochure was distributed widely prior to the opening of the Action Library; the other materials were handed out as part of the registration procedure when the Library opened. (For detailed statement of promotional materials and information dissemination, see Section VI of this Report.)

Community Advisory Board. The Community Advisory Board, established in November, has been very active in the planning, opening, dedication, and operation of the Action Library. The Chairman and members of CAB have worked very closely with the Project Director, the Action Library Administrator, and Project staff in making decisions about the operation of the Action Library.

The Community Advisory Board played a central role in the hiring of community aides for the Action Library, and functioned very effectively in planning and carrying out a truly community-based Dedication on May 10. The

Board's major function - that of liaison with community residents - has developed through Phase IV so that complaints (problem of no air-conditioning during a heat spell; complaints of two community aides who did not get paid through an administrative error) and uneasiness about the limited programming and collection for the first weeks after the Center opened have been registered to the staff through the Board. In addition, the Board has served a valuable function in advising Project staff on program activities, evaluation, information dissemination, and renovation of the facility. As the Action Library programs involve more and more children and their families, the Board's function as community liaison will be increasingly crucial.

Cooperative Efforts. Since the Action Library opened, community involvement efforts in and out of the Center have increased. Day Care and Get Set Centers in the area have been selecting supplementary materials from the Action Library. John Gloucester House, a Presbyterian Community Center, has been sending groups of children two days a week for a media program at the Action Library. At one point, community aides were deployed in the community for short-term assignments with schools, the YMCA, and Day Care projects. Although this was very short-term, it was a great success and focused the attention of these groups on the Action Library.

Various community groups including the District II School Community Coordinators have begun to meet at the Action Library.

In June, as a result of the Reading Specialist's contacts with them, all District II reading teachers met with staff at the Action Library for a two-day workshop.

The Rebound Health program for children and teenagers has asked the Audio-visual Specialist to help lay out their monthly newsletter on a temporary basis. This newsletter, which has wide circulation among the youth of the area, carried an article about the Action Library in a recent issue and another is scheduled.

The good will of the target community, as well as the larger Philadelphia community, toward the Action Library has been demonstrated in several ways. Mrs. Zoe Bauer, a retired librarian, volunteered her time prior to the opening of the Action Library to help with the cataloging of books. Several children in the target community and members of the Community Advisory Board helped with the formidable task of painting, uncrating boxes, and processing books and other materials. Mr. Chew, owner of a local funeral home, donated chairs for the Action Library Dedication ceremony. United News Agency indicated at the time of the Dedication that it would donate 10,000 paperback books to the Project. David Coleman, Commissioner of Records for the City of Philadelphia, who represented the City in the Dedication Program, was so impressed by the Project that he offered to arrange for a field trip which would give the students a chance to fly with members of his amateur flying club. The Christian Street YMCA donated space for meetings and served as a depository for interview materials during the Community Survey.

The Project owes a very special debt to Father Jan van der Paer, who runs the community programs for St. Charles Borromeo Church in the building where the Action Library is housed. The lease for the Action Library, signed in January, clearly states that program would not be held there during one month of the summer while Father Jan conducted his annual summer program. However, this July, Father Jan arranged to hold his activities in other buildings, so that the Action Library program would not be interrupted.

IV. ACTION LIBRARY IN ACTION

Operation of the Demonstration Center was a major goal targeted for early 1972. It was an ambitious goal, considering that there were no staff for the Center other than the Community Relations Specialist, no program plans or evaluation design, no community advisory board, and no facility for the Center at the beginning of the year. The Center was opened in late March and has been operating since, providing services and materials to students in the community.

The Action Library program is community-oriented, lively, flexible and informal. It is geared to students' interests and devoted to developing basic reading, writing and reference skills as well as creative expression and a sense of self. Most of all, it is designed to give children a good, positive feeling for libraries and learning.

The activities outlined below reflect an "Action Library in Action."

1. Opening Day

The Community, particularly the elementary school students, was ready for the Action Library when it opened its doors on March 27. Registration during the first four days, March 27-30, totaled 578, with most of the registrants in the 5-11 age range. These children were registered, given a tour of the library during which they were told what activities and materials would be featured, introduced to the staff, given a badge, membership and bookmark, and asked to return in a few weeks to check out books.

A complete set of registration procedures had been developed and has been in use since March 27. Each child fills out a form which includes name, address, school, grade, and age. These are exchanged for a membership card which has the student's name and registration number on it. The registration number is used to identify the student in all activities including checking out books.

For evaluation purposes, each registration card is numbered as part of a series coded according to age group served: 1-999A for pre-school through 3rd grade; 1-999B for grades 4-6; 1-999C for grades 7-12; and 1-999D for adults. All of this information is transmitted to file cards color-coded by age group served. (See Supplement for a detailed statement on registration procedures.)

2. Dedication

Dedication ceremonies for the Action Library were held on May 10, 1972, in the St. Charles Community Hall. For the sponsors, staff, and the residents of the community it marked more than two years of cooperative planning and the beginning of a new and exciting community library service. The Community Advisory Board worked very closely with Project staff and sponsors in planning and carrying out a community-based dedication program.

One thousand invitations designed by the Community Advisory Board were distributed in the community by Board Members, other community residents, and the Action Library staff. Three hundred special invitations from the sponsors went to federal, state, and local government officials, as well as to school, university and public library professionals.

Keith Doms, Director of the Free Library, presided at the ceremonies. Dr. Sidney P. Marland, Jr., U. S. Commissioner of Education, gave the keynote address. Others on the program were Clifton J. Williams, Chairman of the Community Advisory Board; David C. Coleman, Commissioner of Records, City of Philadelphia, representing Mayor Rizzo; the Reverend Monsignor Francis B. Schulte, Superintendent of the Philadelphia Archdiocesan Schools; Matthew W. Costanzo, Superintendent of the School District of Philadelphia; John Q. Benford, Project Director; Charles R. Peguese, Administrator of the Action

Library; A. Eustace Gay, Sr., President of the Philadelphia Tribune; John A. Frangipani, Superintendent of District II, School District of Philadelphia; Christy Williams, a student; Doris Reddick, a parent, The Reverend Charles R. McCreary, Associate Pastor, Shiloh Baptist Church; Father George Vermeiren, Pastor, St. Charles Borromeo Roman Catholic Church; a choral group from St. Maria Goretti High School; the Barratt Junior High School Glee Club; and the third grade of E. M. Stanton School with a poetry recital.

Following the formal program, refreshments were served to approximately 400 guests, and tours of the Action Library were conducted.

Publicity generated by the Dedication was excellent. Three local television stations sent film crews and subsequently ran news clips. KYW-TV used additional footage in a program, "Black Perspective," which ran several days later. At least two Philadelphia radio stations mentioned the Dedication in the news the following day. The Philadelphia Inquirer used a picture with caption the following morning and the Evening Bulletin ran a full story. The Philadelphia Tribune, a newspaper with good circulation in the black community, featured three stories and one picture before and after the Dedication.

3. The Collection

The collection at the Action Library consists of as much non-print as print materials. It includes software and hardware which the children use themselves; the emphasis is on doing rather than watching. Audiovisual materials available include cassettes and tapes; 8 mm. film loops and projectors; transparencies and overhead projectors, special teaching machines such as the Talking Page, the Hoffman Reader which utilizes records and film, the Bell and Howell Language Master; educational games, and manipulative devices such as language lotto; science equipment and exhibits. A very popular feature of the

realia collection is a large tropical fish tank and terrarium combination which has reading material to accompany it.

The book collection includes 10,000 paperbooks in a total of 22,500 volumes: 10,000 children's books, 7,500 young adult, and 5,000 adult. Most of the titles are in multiple copies with as many as 10 copies of the most popular titles available.

The collection can be described as:

Black-oriented: Because the Christian Street community which the Action Library serves is 97% black, as complete as possible coverage is given to African and Afro-American experiences. This is consistent throughout the collection: many of the fairy tales, folk tales and myths are African or based on black American sources; the collection even includes Bible stories which depict Moses as black. Wherever possible, illustrations in fiction and non-fiction include multi-racial groups. A collection housed in a special room is devoted to Black Studies and Culture and features books at all reading levels.

Easy reading: Because many of the children coming to the Center are not facile readers and in some cases are non-readers, the collection is heavily weighted in the direction of low reading levels. The children's collection, which normally would range through a sixth grade level consists primarily of books on the K-4 level. There are hundreds of picture books and easy readers. Wherever possible, materials from easy reader to adult-level books on the same subject are shelved together so that a 15-year-old or an adult who can't read too well can find something at his level without the stigma of resorting to a "children's" collection.

High Interest: The collection does not approximate school library collections which are heavily curriculum oriented. It emphasizes city situations and experiences as well as general areas of interest to young people. Some

general areas of interest in the children's collection (K-6) include: sports, science, poetry, countries, crafts, music, and fiction. The young adult collection, in addition to fiction, includes materials on careers, sex education, sports, homemaking and how-to-do-it manuals, social graces and grooming, politics and anthropology.

Books and audiovisual materials are inter-shelved and are catalogued in the simplest manner. Color coding and a modified Dewey system have been used. A large color-coded guide prominently posted tells a child where to find materials on a certain subject. The collection is housed in shelving along the walls in the main room as well as the side rooms. Portable units in the large central area allow flexible use of floor space. They can be used as partitions for activities or pushed against the wall to make one large area.

Since parent involvement is an important aspect of the Action Library program, materials for adults have also been included. These include 5,000 volumes, many of them geared to aid parents in helping their children to learn, such as "Creative Activities to Stimulate Children" and "How to Teach Your Baby to Read". The Action Library subscribes to the McNaughton plan which keeps the adult fiction collection constantly current.

Reference materials for students are also an important part of the collection. Duplicates of major reference works, general and science encyclopedias and dictionaries on easy and median levels, are available for circulation as well as use in the Action Library.

One hundred and twenty-seven periodicals and newspapers have been ordered and many of them are now on hand.

A catalog which includes everything in the collection at the Action Library is being prepared as part of the processing procedure.

4. Program

Variety of Activities - Kaleidoscope. From the time the Action Library opened on March 27, staff was involved in registering children, conducting tours for teachers and librarians as well as children in class groups, processing books and materials which were arriving at a slow but steady rate, installing furnishings and collection, and working with the Community Advisory Board in hiring and training aides.

Pat Myrick, children's librarian, and the staff member most familiar to the students since she had made visits to classrooms before the Action Library was open, was constantly involved in personal conferences with youngsters who had registered and who were waiting patiently for books and programs. She conducted story hours on an impromptu basis for groups of younger children even before she had enough books to hand out as part of the activity.

By the second week of June with a full complement of trained aides on hand and approximately 40 percent of the books on the shelves (Audiovisual hardware had arrived but very little software), programming was begun. The community had been ready for the Action Library and at this point there were more than 1,000 people registered. The majority of registrations were in the K-6 grade age group. Because the book supply was still limited, books were loaned on a one-per-person per time basis. In the first two weeks, more than 1200 books were checked out. Students now can check out five books for a two-week period.

During the early weeks of activity, the staff did not schedule many formal programs or group activities. They were getting acquainted with the children, joining them in activities on a one-to-one basis or in small groups. As an example: an activity sheet filled out by an aide for one day in June included the following activities: "wrote stories dictated by four different

children; played 'silly sounds' with another child; read stories aloud to five children, ages K-2 grade; showed film strips to six children, ages K-4 grade; had rap session on drugs with eight children, ages 6 to 12 years."

Although not program in the strict sense, field trips to the zoo, the archeology museum at the University of Pennsylvania, the Philadelphia Mint, Independence Hall, etc. were an important part of the "get acquainted" activities organized for the summer. These trips are proving very popular, and they serve to bring students and their parents into the Action Library program.

One of the special things about the Action Library program is that it is informal and voluntary. No one is required to take part in any program. A child has free choice of activity and can arrange his time at the library pretty much the way he chooses, as long as he does not impose on another student. A child may work for an hour or for two minutes with one teaching machine; when he is ready he can move on with the guidance of a staff member who can introduce him to another activity but never insists on an activity. He can explore at his own pace and in his own way.

On any day, a visitor to the Action Library might see several youngsters sprawled on the floor involved in chess or checker games or education games such as "Rhyming Zig-zag" or "Silly Sounds". These games are available for use at all times and have proved very popular with the children. A chess club with some of the chess "regulars" has already developed.

Another group of youngsters will be listening to African music and watching slides of different African countries, then joining a staff leader in playing a variety of African musical instruments. The large fish tank and terrarium always draws an interested audience who can learn about the life styles of the inhabitants through a taped lecture, pictures and captions posted

beside the tank, and several books on fish conveniently arranged nearby. Other animals and plants will be added to the Action Library collection as the children develop an interest in caring for them.

Another group of students may be watching "Sesame Street" or "Electric Factory" which is offered every afternoon. Discussion led by staff always follows each of these television programs.

Many students have been using programmed materials such as the Hoffman Reading Programs which utilize records in conjunction with slides. The ecology program in this series has been especially popular. Other teaching devices such as "Sights and Sounds", which gives them a chance to hear someone else read a story as they follow along with a book, are in constant use.

"Write-In" has been a favorite with the younger students. Anyone who wishes to dictate a story to a staff member can do so. The story is typed as the child dictates it. These stories tell a great deal about the children and are a valuable means of getting to know each student. The following dictation by an 11-year-old girl is one of the many that are being collected for a portfolio of "write-ins" by the children:

THE WORLD TODAY

by Brenda Lewis, age 11

> The world today is misery, darkness, unsafe. You can't even walk the streets without being scared in the daytime. You even scared in your house. There's so much killing in the world today, some people are scared to walk to the corner, like me for instance. There's a place you do not have to be scared, that's the Action Library. Action Library is a place to relax, not be scared and just be yourself. And to learn. Since I've been coming to the Action Library I haven't been losing any schedule on my work. When school is out I didn't know much more as I did before I left school. Since Action Library has been here I know more than when I went to Action Library. I have more attention to learn than I have in school without fighting and hollering.

"Story Hours", involving music, conversation, a quieting exercise and stories read by the Children's Librarian, was one of the first program activities. They are scheduled on a regular basis now for groups of pre-schoolers and for classes coming into the Action Library with their teachers, but from the day the Action Library opened its doors, impromptu story hours were an important part of getting acquainted for students and staff.

Media and Creativity: Creative involvement is an important aspect of the program. Students at the Action Library are producing work in addition to enjoying the creations of others. They will be learning techniques such as poetry, short story and script writing, crafts and graphic arts. A newspaper produced by young adults will be a vehicle for student writing. Teenagers are also involved in a theatre workshop which will lead eventually to writing and producing their own plays. The Audiovisual Specialist is offering a series of workshops for all age groups which will give step-by-step instructions in film making, slide production, photography and television production. The Audiovisual Specialist recently introduced graphics to a group of children by showing an excellent feature-length French film, "The Golden Fish", and then showed them the techniques of drawing for graphics, using fish as models. Part of his program for Fall includes taking groups of children to Philadelphia College of Art where they can visit the ceramics room and the photography studio, and see full-time students of art in action, as a background to their own productions.

Student productions including slide shows, photography exhibits, videotape productions and movies, writing, and graphic displays will be an important part of the Action Library Collection.

Reading: So often children do not use libraries simply because they do not read well. Many of the children in the target area, as in most inner city neighborhoods, are reading two years or more below grade level. With this in

mind, reading activities have been designed for students, pre-school through 12th grade, under the direction of Bernice Berry. Since these students, particularly the older ones, often do not perform well in group activities, they are directed to activities that can be done independently. The first formal reading program began early in the summer with 24 students ranging in age from six to 12. These children have been participating in two one-hour sessions per week. Each child works independently with Miss Berry and her staff and has a file which is updated after each session with comments on progress and suggestions for independent work; these are filed for the child to consult whenever he chooses. At the end of the program, many of these children will continue in a tutorial capacity, helping a new group of youngsters. Thirty-five youngsters have already been scheduled for the remedial program starting in September.

Home reading packets made up of reading materials and suggested activities that may be used by students and parents are being prepared as part of the reading program. These packets include media devices and suggested bibliographies for additional information.

Activities chosen for the reading program at the Action Library are for the most part in an enjoyable "game" form. These activities are designed to give continued practice in skills and comprehension and to reinforce existing reading programs emphasized in target area schools.

A sampling of the many reading activities includes:

(1) Locating Items in the Newspaper: The index from a daily paper is given to the child and he is asked to locate information according to a statement such as: "Mary wants to go to a show. She should look in part page of the newspaper." For grades 3-6.

(2) Film Feature: A film without sound is shown. The children are asked to tell or write a story about what they have seen. For grades 3-6; young adult.

(3) Scrambled Sentences: This activity uses the Language Master or Audio Flashcard Reader. Words of sentences are written in illogical sequence on cards. The student rearranges the words, and records response on the cards. For age level 3-12.

(4) Wordo: Teacher has small cards on which words have been typed and each child has a large "word" card. As the teacher pronounces the word, the player finds the word on his card and covers it with a chip. The child who first covers five words in a straight line, horizontally, vertically or diagonally, wins the game. For grades 1-6.

(5) Shuffled Comics: Cut apart newspaper comic strips are pasted on squares, shuffled. Pupils must place squares in proper order and pick out the one that doesn't belong. To increase difficulty, add a square from the same strip from a different date. Children can make comic strips to be used, also. For grades 1-6.

Programs for Handicapped Students: The program for handicapped students is centered mainly on activities for those children classified by the school system, agency specialists, and the Action Library staff as retarded educable. Action Library staff escort these children to and from their classes for library programming which includes the use of multi-media materials to develop and train cognitive faculties such as memory, attention, and concentration. Outreach efforts will include the tutoring of children who are homebound and, on a limited basis, working with individual children or groups of children in the classroom to supplement school programs. Whenever possible these children will be included with normal peers in Action Library programs.

The following is a more detailed description of the various activities being offered especially for the handicapped:

(1) Understanding Ourselves and Our Feelings

From a commercially prepared series of photographs, a small group of 5-8 retarded youngsters are led in a discussion by a library staff member. The discussion is stimulated by photographs of children in various situations, the purpose of which are to develop healthy coping attitudes in children who often bear a negative stigma because of their condition.

(2) Puppetry

To stimulate language development and to encourage group interraction, mentally retarded children in the primary grades (K-3) are integrated with normal children of the same age in small groups of 5-8 youngsters. Using a commercially prepared puppet stage and puppets, situations and events are acted out.

(3) Visual Perception Training Program

Through the use of a commercially prepared program in visual perception, mentally retarded children in the primary grades (K-3) are systematically exposed to shapes in their environment. These shapes are then blended into letters for pre-reading skills.

(4) Auditory Perception Training Program

Mentally retarded children will be taught to identify the various sounds of language and to identify sounds in their environment. This will be accomplished through the use of a commercially prepared program in auditory perception skills.

(5) Map Making

Mentally retarded children in both primary and secondary grades will be taught direction and transportation concepts through the activity of map-making. Youngsters will be kept in small groups ranging from 5-8.

(6) Homework Helpers

Neighborhood school children will be utilized as instructors for primary grade (K-3) mentally retarded youngsters. These "homework helpers" will help the handicapped youngster to draw, spell, read and write.

(7) Story Hour

Action Library staff will conduct a story hour for small groups of retarded children (5-8) in the primary grades. These story hours will utilize tapes, records, and films contained in the library.

(8) "Special Help" Sessions

Through discussions with special class teachers, individual children with specific learning problems, such as reversals in reading or poor articulation skills, will be tutored. These children may be tutored in the school, home, or at the Action Library depending upon scheduling needs.

(9) Media Development

To make the program for the handicapped complementary to the school curriculum, multi-media packages will be developed which can be used by the special class teacher. These packages will contain films, cassettes, and books organized around specific subject areas.

(10) Language Development

This activity will utilize current events, media, and individual staff talents such as guitar playing, etc. to encourage communication among mentally retarded children in the primary grades. Sing-a-longs and dance-a-longs will also be conducted to encourage group interraction.

Children's Programs: Program plans include series or continuing programs as well as one-shot programs which will attract students to the Action Library, effect positive attitudes towards books, libraries and learning, broaden interest range, develop listening and observation skills, and increase knowledge in a variety of subject areas.

The largest number of registrants at the Action Library is in the K-6 grade age range. Programs for these children, including the reading program and activities for handicapped youngsters, make up the major thrust of programming for the Fall months.

Beginning in September, pre-school groups and class groups from K-6 grades will be scheduled on an appointment basis. The children's librarian and her staff will conduct programs with these classes and with groups of children who sign up for a specific activity.

Some of the programs in action are:

(1) Story Hour

Includes introductions, browsing, a tour of the library, conversation, a quieting exercise, lighting of a story candle, introduction to a story, telling author and title, reading the story. During the hour, three stories are read with a variety of activities like games, exercise, film interspersed with

stories. Children are invited to check out a book, either copies of a book featured that day or related books. Story hours for younger or older children follow the same pattern with materials selected appropriate to the age of the group.

(2) Creative Dramatics

These sessions give youngsters an opportunity to act out their feelings and to interpret the way others might feel. They are introduced to a story, given an opportunity to retell it or act it out. At times, children create the stories and creative dramatics activities are recorded on video-tape and played back for the children. Parents may be invited to view these sessions.

(3) Poetry Workshop

This series is designed for two age groups: grades three and four, and grades five and six. Students are introduced to the idea of poetry, given examples, asked as a group or individually to compose poems, which are illustrated by the children and compiled in a book. Different poetic forms are introduced; poets join the group and read from their work.

(4) Write-in

This is a popular activity in which the children in a group or alone dictate an original story, poem or thoughts to a staff member.

(5) Read-in

Children are introduced to folk and fairy tales, myths; read two or three stories, and discuss them. Children select the next week's books and activity, make up their own story in the genre discussed that day and read their compositions aloud the following week.

(6) Readers Guidance and Reference Skills

Throughout the day at the Action Library, staff offer reader's guidance and reference skills instruction to youngsters on an individual basis. This involves working closely with the child to ascertain exactly what he needs or wants in the way of materials, suggesting where he can find them and new avenues to explore. Reference skills instruction includes showing the child how to locate, evaluate, and apply reference materials.

Young Adult Programming: Three series are underway for 7-12 graders.

(1) Meet Africa: Consists of discussion sessions dealing with African countries, cultures and people, utilizing books, multi-media materials, and African guest speakers. This series will be followed by a program on "The Black Man in America".

(2) Library Skills: Designed to familiarize students with proper study habits, reference materials, and library useage. Graduates of this series will be involved in the Action Library tutorial program.

(3) Theatre Workshop: Trips to professional theatre productions such as "No Place to be Somebody", visits to the Action Library by theatre figures, and play-reading are all part of this workshop which will culminate in writing and production of original work by students.

Plans are being formulated for a student-produced newsletter which would offer a vehicle for original writing as well as a means of telling students and others in the community about activities at the Action Library. The newsletter will be produced on a monthly basis and will focus on Young Adult activities particularly.

Seasonal programs planned include activities centered around sports events. Students will have an opportunity to view special games and well-known sports figures will be invited to the Action Library. Additional activities planned around these programs will include keeping records on their own school teams, individual players and professional teams; using various reference sources to increase knowledge of the sport, such as checking out the history of the hook shot in basketball, the role of the quarterback in football.

Rap sessions with all children, but especially with teen-agers, are a very important part of the action at the Action Library. Problems with drugs, sex, relating to peers, and to adults and authority figures, uncertainty about jobs or college, are vitally important topics that young people want to talk about all the time. Young Adult staff are now involved in informal sessions dealing with these concerns of the young people. As more 12-18 year olds come regularly to the Action Library, many of these topics will be covered in a series of scheduled "Rap Sessions" with outside guests invited to participate.

Parent Involvement: Involvement of parents in activities at the Action Library is essential to the success of the Project. Through the Community Survey, activities of the Community Advisory Board, and outreach on the part of all Action Library staff, more and more parents are learning about programs for their children and themselves that are offered at the Action Library.

Efforts to bring them in to the Action Library include:

(1) Consumer Education Series: Twice-a-week from 7:00 to 8:00 P.M., beginning in the Fall, a Consumer Education series will be offered to community residents.

(2) Parent Talks: Staff conduct sessions for parents to introduce them to the Center, indicating the importance of selection and use of books and other materials, demonstrate story-telling and reading aloud techniques, show the types of materials available at the Action Library and what can be accomplished with them. In addition, Reading staff hold "Parent Get-togethers" to help parents help their children with reading problems. Special "Mothers' Meetings", held at the same time as pre-school story hours and creative dramatics sessions, focus on reading readiness, educational toys, child rearing, nutrition, and other topics of interest to mothers of pre-school youngsters. Sessions for parents of handicapped children are also planned.

(3) Media Workshops: The Audiovisual Specialist has scheduled special adult workshops in multi-media techniques to be held evenings and Sundays beginning in the Fall. Adults will be encouraged to produce their own materials, such as slide presentations, photographs, and graphics for use with children, and with community and church groups.

(4) Family Films: Beginning in the Fall, full-length films of interest to the whole family will be a regular Sunday afternoon feature at the Action Library.

A special adult lounge furnished with a color television set, comfortable, cheerful furnishings, periodicals, and a constantly changing, current fiction collection has been a drawing card for adults. Space pressures have necessitated occasional use of the lounge for student programs, but every effort is made to keep it a "retreat" for the adults.

The tutorial program for students is very important to parents, according to their responses on the Community Survey and indications from the Community Advisory Board. Efforts to recruit parents and other adults, including senior citizens, who can help with the tutorial program, are under way.

Outreach efforts on the part of the staff include speaking to Home and School groups and community organizations. Community groups are encouraged to meet at the Action Library and to borrow materials from the Action Library for their programs.

An effort to reach parents of handicapped children involves home visits by Action Library staff and contacts with teachers of retarded educable students.

Paperback books from the Action Library collection are being placed in barber shops, beauty shops, bars, and other community gathering points such as the YMCA, in an effort to introduce community adults to the kinds of materials available to them and their families at the Action Library.

Highlights - Special Events: Other highlights of Fall programming are the many one-time-only programs scheduled for all age groups. These programs include:

> Win the Animal Contest - Children submit names for a goldfish. On the day of the event, a film is shown, the goldfish is introduced and given to the winner. Runners-up are announced; paperback books are distributed to everyone.
>
> Elka Sylvern - Folk Music Program - Folk music from around the world with participation songs and activities.
>
> Bembé - Festival to the Gods of Africa - An introduction of the dances, chants, and tales of Gods of Western Africa using multi-media.
>
> Black Poetry Week - Scheduled for the third week in October, which includes visiting poets and a children's poetry writing contest.
>
> Action Library Players - December dramatic presentation by 10-12 students, as part of the Christmas Festival to be held the week preceding Christmas.

Halloween and Thanksgiving celebrations are also scheduled.

V. IMPLEMENTATION OF THE EVALUATION PLAN

Implementation began January 15, 1972. Elizabeth Goldsmith, Research Associate at the Project Center, was assigned full-time to the evaluation. To assist her, the Project Director assigned Jan Vermeiren, Research Assistant. Additional manpower will be provided during 1972-73 to meet a projected expansion of the workload entailed by the evaluation.

Dr. Norman Chansky, Professor of Educational Psychology at Temple University, was retained by the School District as Independent Educational Auditor for the Project. Dr. Chansky's audit also commenced on January 15.

Two quarterly evaluation and audit reports have been completed. They indicate that most of the evaluation tasks scheduled for 1971-72 have ben satisfactorily completed - and that the Project, generally, is on schedule. The Project is ahead of time with respect to certain other tasks; on the other hand, some tasks are behind schedule.

During this period, the evaluation has focussed in the main on process and management objectives. Nine of the 13 process milestones, and 11 of the 12 management objectives were accomplished. In addition, some data relating to the product objectives have been compiled. Test scores of students in public schools have been obtained, and scores for parochial school students are being processed. Registration and circulation statistics have been compiled and analyzed on a weekly basis. They indicate an expanding interest and use of the Action Library by students in the area. Dissemination records - reflecting the interest of educational and library professionals and others have been kept since February. An increasing number of individuals from many communities in the Philadelphia region and elsewhere in the United States have visited the

Center. Many others have requested information about the Project, and a large number of reports, plans, and other printed materials have been disseminated. (See Chapter VI).

The Annual Report on the Evaluation has been completed for submittal to the U. S. Office of Education. A limited number of copies are available upon request from the Project Center.

Evaluation during Phase IV was concerned with process and management objectives, and development of measures for product objectives to be used during the second year of Phase IV. Implementation included the development of 1) dissemination logs, 2) registration and attendance forms, and 3) circulation statistics.

Dissemination Logs: The first instrument, a six-page dissemination log, went into effect in February, 1972. It proved to be unwieldy, and a revised one-page log was put into use in June, 1972. For the first few months, logs were tallied once per month, but this was too long a time span for accuracy; so logs are now distributed and tallied each week. Every Project staff member is responsible for maintaining his dissemination log. The logs cover mail, phone and personal contacts, visitors to the Action Library, programs and staff visits elsewhere, and materials distributed. News releases and media citations are recorded in a separate log.

A "clippings book" which contains newspaper clippings, media citations, and reference to the Center by community leaders at public functions, has been started.

Dissemination activities are detailed in Tables 1 and 2.

TABLE I

Dissemination Activities as Recorded in the Dissemination Log (s) by Type of Activity, by Month for February through June, 1972

Activity	Number of Entries					
	February	March	April	May	June	Total
Mail contacts	2	5	68	3	87	165
Media Citations 1/ (see appendix)	0	0	1	11	2	14
News Releases 2/ (see appendix)	0	1	0	0	0	1
Programs/Pre- 3/ sentations	7	12	14	3	12	48
Staff Visits 3/	25	16	2	5	17	65
Telephone Contacts	18	83	2	3	0	106
Visits to Project 3/	4	1	10	39	2	56
Total	56	118	97	64	120	455

1/ Data prior to February include seven journal citations, two newspaper articles, and one news clip.

2/ On December 13, 1971 and January 16, 1972, two additional news releases were made and in early September HEW released a statement about the Project to the national wire services.

3/ The figures for this category indicate only the number of entries and not the number of people who received information. The number of dissemination contacts will be available in the compilation of future data.

TABLE 2

Average Weekly Distribution During the
Week of June 12-30, 1972 by Type of Material*

Material	Number Distributed
Action Library Brochure	38
The Philadelphia Project by Lowell A. Martin	6
"The Philadelphia Project" by John Q. Benford - reprint from the Library Journal, June 15, 1971	5
Mini Fact Sheet	134
Action Library Bookmarks	35
Evaluation Report for the Quarter, January to March, 1972	12
Audit Report for the Quarter, January to March, 1972	12
"Halfway Houses to Learning" by Kathleen Molz - reprint from American Education, May, 1972	12
Interagency Committee List	4
"Action Library to be Dedicated", reprint from the May 9, 1972 edition of the Philadelphia Tribune	3
Publicity Composite	17
News Releases	3
Text of Dedication Ceremony Speech of John Q. Benford	3
Community Advisory Board List	3
Action Library Flyers	14
Total	301

* Averages of less than three items are not reported

Registration and Attendance Forms: Registration forms were developed and have been in use since the Action Library opened on March 27, 1972. Each child fills in a form which gives name, address, age, school and grade; in return he or she is given a membership number. These numbers are grouped according to grade: K-3, 4-6; 7-12; and adult. At the end of June, the Action Library had 531 registrants from grades K-3; 475 registrants from Grades 4-6; 195 registrants from grades 7-12; and 77 adult registrants, totaling 1,278.

Attendance data for the Action Library are recorded by group and individual attendance and by the following time periods: opening to noon; noon to 3:00 p.m.; 3:00 p.m. to 6:00 p.m. As Action Library hours are extended into the evening in October, there will be additional records for the 6:00 p.m. to 8:00 p.m. time period.

Attendance data are also recorded for structured and unstructured activities on a special activities form. Staff indicate the kind of activity, number of children participating and their approximate age. As the clientele of the Action Library becomes more familiar to the staff, a record of attendance by ability group will also be recorded.

(See Tables 3, 4, and 5 for Attendance Data for the last two weeks in June.)

TABLE 3

Average Individual Attendance by Day, by Period of Day

	Monday	Tuesday	Wednesday	Thursday	Friday	Average hourly attendance for the week
Period 1 10:00-12:00	0	0	5	0	8	7
Period 2 12:01-3:00	17	55	72	51	67	87
Period 3 3:01-6:00	76	66	62	55	101	120
Average Daily Attendance	93	121	139	107	176	

Attendance data for individuals during the period June 12-30, 1972, show that the majority of the Center's individual usage occurred at the 2nd and 3rd periods with very little activity occurring prior to noon. Friday appears to be the heaviest days for individual use of the Center with Wednesday being the second heaviest day, and Monday the lightest.

Group attendance for the same time period included 13 groups, totaling 342 persons. The groups ranged in size from 8 to 35 individuals. Most of the groups included 22 or more persons. Total usage of the Center can be calculated by combining the individual and group usage figures as shown in Table 4.

TABLE 4

Total Attendance by Day, by Time of Day

	Monday	Tuesday	Wednesday	Thursday	Friday	Average Hourly Attendance for the Week
Period 1 10:00-12:00	37	25	27	22	16	64
Period 2* 12:01-3:00	17	55	72	51	67	87
Period 3* 3:01-6:00	76	66	62	55	101	120
Average Daily Attendance	130	146	161	128	184	

* Contains no group attendance.

When group and individual visit data are combined, Friday and Wednesday have the greatest attendance and period three has the largest attendance among the three periods of the day. Average weekly attendance is 750, 85% of this figure attributable to individual visits and 15% attributable to group visits.

Circulation: Circulation statistics have been recorded since June 12 when books first went into circulation. Since only part of the collection was on hand at that time, circulation was limited to one book per person. Now registrants are allowed to take five books at a time. During the two-week period following June 12, 1304 children's books and 90 young adult books were circulated. Adult books were not circulated, and circulation of non-print materials such as cassette tape recorders, tapes, film strips, had not begun. (Table 5)

TABLE 5

Average Daily Circulation by Type of Material

Type of Material	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Juvenile, Hardback	36	60	52	37	32	217
Juvenile, Paperback	29	62	55	38	31	215
Young Adult, Hardback	3	1	1	0	1	6
Young Adult,Paperback	6	4	5	2	6	23
TOTAL	74	127	113	77	70	461

Other evaluation implementation activities during Phase IV included the following: 1) acquiring School District test date, 2) developing instruments for observation and testing, 3) assessment of staff performance, 4) management review reports, and 5) cooperation with the Independent Auditor.

Acquiring School District Test Data: Arrangements have been made with the School District of Philadelphia to receive results of the standardized tests administered in the Spring of 1972 for students in the Action Library target area. This data will be used as a base to assess achievement gains which could be attributed to the Project. Parochial school data will also be obtained.

Development of Instruments for Observations and Testing: A literature search was undertaken by the evaluation staff during Phase IV, and several available instruments for observations and interviewing of students at the Action Library, were examined and considered. At the same time, evaluation

staff has begun work on the construction of test games which will measure the factual knowledge and skills of Center users. According to the present evaluation schedule, these are dated for use at the Action Library beginning in January, 1973.

Assessment of Staff Performance: A community aide evaluation form was designed and is now in use. An evaluation form for the Action Library professional staff is in the final stages of development, and the development of performance objectives for staff has begun.

Management Review Reports: All management review reports required by the evaluation design have been written and entered in file.

Cooperation with the Independent Auditor: Contact between the Project staff and the Independent Auditor has been constant and all materials pertinent to the Project were made available to him.

(See Supplement for materials relating to Evaluation Implementation.)

VI. DISSEMINATION

1. General Plan

An integral component of the Philadelphia Project's work program is dissemination of information a) to the Project's sponsors and participating institutions, b) to the Demonstration Center community, c) to governmental leaders and educational and library professionals generally, and d) to the public at large. The content and channels of communications are selected to serve several purposes to build meaningful participation by cooperating institutions and by the Demonstration Center community; to share materials for possible transfer and adaptation of methods and programs to other communities and cities; and to engender Project support and sound public relations generally.

The Project's mailing list encompasses all of the above categories; it includes U. S. and State senators and representatives, officials and professional personnel of the Philadelphia sponsoring agencies, individuals and organizations in the demonstration community, teacher and other educational organizations, State librarians, State and school library supervisors, State Education departments, library schools and faculty, professional library associations and, of course, U. S. Office of Education officials, both regional and national.

Mass mailings are used to distribute generalized materials to all categories. More specialized information is directed to particular groups. A series of local news releases on major Project events has generated publicity in Philadelphia and the demonstration community. Professional journals and societies are provided materials and articles appropriate to their memberships through mailings and personal presentations by Project staff.

Communications with students and parents of the Demonstration Center community have high priority. Flyers, brochures, the community survey, personal talks are all elements of a continuing dialogue by the Project staff with the community.

2. Project Materials and Mailings

The following are highlights of general Project dissemination activities; the principal documents are included in the Supplement.

a. Early in Phase IV, 10,000 reprints of a Library Journal article by the Project Director and an editorial by John Berry, Editor of the Library Journal, were distributed. The article, which describes the Project's concept and program, established the Project's identity; it continues to serve as a useful background piece. The initial mailing generated many requests for additional copies and additional information about the Project.

b. The need for a concise statement of the concept of the Action Library became evident early in the year. A six-page brochure on "The Action Library: Its Purpose and Program" was prepared by Lowell A. Martin, Project Consultant. The statement was reproduced in quantity and has been included in several mailings.

c. A series of releases to local and national news media included a brief statement about the Project and the Action Library, the organization of the Community Advisory Board, the choice of the St. Charles Community Hall for the Action Library, and the opening of the Library. The releases generated several stories in the local press and a televised news interview with the Project Director and the Director of the Free Library.

d. Photographs were taken at the Action Library for American Education to be used in an article by Kathleen Molz, U. S. Office of Education, "Halfway Houses to Learning," in which the Action Library is prominently featured. Reprints of this article are being distributed.

e. Photographs were also sent to Perspective, a publication of the School District of Philadelphia for teachers. A follow-up story is planned.

f. A story on the Action Library's Young Adult Program, together with photographs, was sent to the Tuesday Supplement, a nationally syndicated Sunday feature magazine.

3. The Demonstration Center Community

Communication with the Action Library community has been continuous and varied, particularly since the establishment of the Community Advisory Board, and the location of the Action Library staff in the community.

The Community Survey was an extremely valuable direct communication with students and parents in the demonstration community. In conjunction with the Survey, a brief description of the projected Action Library was distributed.

A basic promotional piece on the Action Library is a handsome, colorful, 12-page brochure designed to attract students and parents to the Demonstration Center. It highlights the Center's program activities, includes photographs of staff, and is enlivened by art work that won the brochure an Award of Excellence from the Artists Guild of Delaware Valley.

Several weeks prior to the March 27 opening of the Action Library, an announcement was distributed to community organizations, churches, and schools in the demonstration community. The announcement solicited their aid in spreading word of the opening and offered to provide speakers, posters, flyers and brochures.

The response was excellent. This group of community agencies has continued to assist in a variety of ways, including recruitment of community aides for the Action Library.

For general use in the community, a set of promotional materials was prepared. The set included the brochure, a bookmark, membership card, badge, and flyer form for special events. A Fact Sheet on the Center was also prepared for general use.

Also prior to the opening, Action Library staff members visited classes in the community schools and met with community organizations to distribute materials and describe the Action Library.

4. Dedication

The Dedication of the Action Library was the focus of intensive publicity efforts. Announcements were directed to local radio, press and TV representatives, as well as national library and education journals and news magazines. Invitations were sent to approximately 300 library and education professionals, governmental officials, and key personnel in the sponsoring organizations. The Community Advisory Board and Action Library staff distributed nearly 1000 special invitations in the community.

Materials made available to the news media included the Dedication program, list of headtable guests, list of Community Advisory Board members, a copy of the Project Director's talk, a list of the Interagency Committee members, the concept paper on the Action Library, the Library Journal reprint, a biographical sketch and picture of Commissioner Marland, and a copy of the news release on the Dedication.

Press kits were sent later to editors of national professional library and education journals who did not attend the Dedication.

The Dedication proved to be newsworthy. A number of news stories were carried by the local press, with several pictures, and at least three filmed news clips were used by local television stations. A composite record of publicity was assembled for limited distribution.

5. Staff Presentations

Project staff participated in a number of professional conferences. At the American Library Association Conference in June, 1971, many informal discussions were held. During the succeeding year, the Project Director addressed a conference of State heads of education departments, a business meeting of the Pennsylvania Library Association, and a national conference of library supervisors. The Administrator of the Action Library addressed the Maryland State Library Association.

Both the Project Director and the Action Library Administrator attended the June, 1972, Conference of the American Library Association in Chicago. A number of small meetings were arranged for each of them and plans were initiated for program appearances in the next Conference of the American Library Association

6. Visitors to the Action Library

In addition to visits throughout the year by officials of the U. S. Office of Education and the sponsoring institutions, a large number of visitors came to the Project Center and to the Action Library.

In December, a group of ten officials of the U. S. Office of Education were briefed on the Project and toured the target community, including the prospective site for the Demonstration Center.

Other visitors included the Pennsylvania State Librarian and several staff members, the New York State Task Force on School Library Services, a group of Baltimore County librarians, and the National Conference of Library Supervisors.

7. Future Plans

In the future, the Project will continue to make available materials descriptive of program and results as they emerge to all interested groups and potential users.

An ongoing program of community relations will entail production and use of flyers and posters announcing special events distributed to community organizations and patrons of the Action Library.

Presentations at conferences of library and education professionals will be increased. Additional visual aids are being developed. News releases to local media and special "feature" articles, for both local and national use, are planned - including at least two major articles for professional journals.

All of these will build further on the widespread professional recognition of the Project already established, as well as the community's very positive response to the Action Library.

(See Supplement for Dissemination Materials.)